

TRƯỜNG ĐẠI HỌC SÀI GÒN

**ANH NGỮ THỰC HÀNH KHOA HỌC
THÔNG TIN VÀ THƯ VIỆN**

Practice English in Library and
Information Science

In lần thứ hai
(Có sửa chữa và bổ sung)

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GIỚI THIỆU – INTRODUCTION

Ngày nay Tiếng Anh và Web là hai công cụ cần thiết để hỗ trợ đắc lực cho công tác nghiệp vụ Thông tin - Thư viện. Người cán bộ thư viện và quản lý thông tin sử dụng kỹ năng Tiếng Anh để khai thác và chọn lọc thông tin và sử dụng công nghệ Web để xử lý và trình bày thông tin. Hơn nữa, người cán bộ thư viện và sinh viên ngành Thông tin - Thư viện phải sử dụng thành thạo Tiếng Anh để tạo điều kiện cho việc đào tạo và tái đào tạo nhằm bắt kịp nhịp phát triển nhanh chóng của ngành Thông tin - Thư viện trên thế giới – Chúng ta **học Tiếng Anh để sử dụng Tiếng Anh**.

Chương trình Tiếng Anh chuyên ngành dành cho sinh viên nói chung và sinh viên ngành Thông tin - Thư viện nói riêng nhằm ba mục tiêu chính:

1. Củng cố và hệ thống hóa kiến thức ngữ pháp;
2. Phát triển một số vốn thuật ngữ chuyên ngành;
3. Tăng cường kỹ năng đọc và hiểu.

Cuốn "**Anh ngữ thực hành Khoa học Thông tin - Thư viện = Practice English in Library and Information Science**" được biên soạn để đáp ứng ba mục tiêu trên. Nội dung gồm có hai phần :

Phần 1 : "**Essential Practice Grammar : Verbs and Sentences – Ngữ pháp thực hành thiết yếu : Động từ và Câu**" bao gồm 46 tiêu đề phản ánh ngữ pháp cần thiết nhất, đặc biệt nhấn mạnh giải thích những công cụ giúp dựng câu (*sentence*) và đọc hiểu câu. Có tất cả 8 công cụ bao gồm 5 nhóm từ (*phrase*) làm chức năng bổ ngữ (*modifier*) và tương đương danh từ (*noun equivalent*) là:

1. Prepositional phrase
2. Infinitive phrase
3. Gerund phrase
4. Participial phrase
5. Noun phrase

và 3 loại mệnh đề (*clause*) làm chức năng mệnh đề phụ trong cấu trúc câu phức (*complex sentence*) là:

1. Noun clause
2. Relative clause
3. Adverbial clause

Phần 2 : "*Essential Practice Reading Comprehension – Thực hành đọc hiểu chuyên ngành Thông tin - Thư viện*" cung cấp một số vốn thuẬt ngữ chuyên ngành Thông tin - Thư viện, đồng thời thực hành đọc hiểu bằng những bài tập dựa trên 8 công cụ như được nhấn mạnh ở Phần 1, với số vốn từ vựng chuyên ngành trong 10 bài đọc tiêu biểu của ngành Thông tin - Thư viện.

Các bài đọc bao gồm : "*Library People*" giới thiệu ngành nghề thư viện nói chung và chức năng của người cán bộ thư viện; các bài "*National Libraries*" và "*Academic Libraries*" giới thiệu một số thư viện quốc gia lớn trên thế giới, tổ chức và hoạt động của thư viện quốc gia và thư viện đại học, và tầm quan trọng đặc biệt của thư viện đại học trong việc nghiên cứu, học tập và giảng dạy; một số bài tiêu biểu cho nghiệp vụ thư viện như "*Classification*", "*Assigning Subject Headings*", "*Library Catalogs*", và "*Reference Section and Reference Books*"; sau cùng là một số bài nói về việc ứng dụng công nghệ mới trong sự phát triển ngành Thông tin - Thư viện như "*History of Library Uses of Technology*", "*Information Age*" và "*The Twenty-First Library*". Phần từ vựng trong từng bài được giải thích một cách đầy đủ từng từ gốc cho đến những từ dẫn xuất.

Mong rằng cuốn sách này là nguồn cảm hứng cho đồng nghiệp và sinh viên ngành Thông tin - Thư viện vui học Tiếng Anh.

SOẠN GIẢ

PHẦN 1

Essential Practice Grammar : Verbs and Sentences

Ngữ pháp thực hành thiết yếu : Động từ và Câu

1.

Verbs

Ordinary verbs – Specific verbs

- **Ordinary verbs** : hay động từ thường là :
- Ngôi thứ ba số ít thêm 's' : *He takes, She pushes, It means*
- Phủ định và nghi vấn thêm trợ động từ DO, DOES, và DID :
I do not know, He doesn't write, They did not come, Do you like it?
- **Specific verbs** : hay động từ đặc biệt gồm :
- TO BE : *I am, He is, They are*
- MODALS : hay động từ khiếm khuyết bao gồm **Can, Could, May, Might, Will, Shall, Should, Ought to, Must**

Transitive verbs – Intransitive verbs

- **Transitive verb** : là động từ có một object theo sau.
The librarians enjoyed the workshop.
The reader borrowed two books.
The students saw the photo of Melvil Dewey in the article.
They owned that library building.
- **Intransitive verb** : là động từ không có một object, mặc dầu có thể có một prepositional phrase theo sau.
The students are standing at the loans desk.
Some students were sleeping in the reading room.
What happened ?
The man runs along the beach every morning.

Action verbs – State verbs

- **Action verb** : diễn tả hành động (read, eat, drive, walk, speak....).
Bill is reading a novel.
Patty often drives to school.
The reference librarian is interviewing a reader in her office.
The cataloger always analyses the content before classifying a book.

- **State verb** : diễn tả:

- Nhận thức (understand, know, believe, hear, remember, ...)

She knows how to use the table 3 of DDC22.

They all believe in the innovative Library and Information curriculum.

- Cảm giác (like, want, hate, need, love, ...)

The technical services department needs one part-time student employee.

- Trạng thái (have, own, exist, contain, belong, ...)

Jonathan owns a shelf full of books in librarianship.

The computer site contains sixty two computers .

Lưu ý:

1. State verbs thông thường không được dùng dạng tiếp diễn.

We understand the lesson now.

I didn't need the dictionary at the moment.

2. Đôi khi một vài State verbs được dùng dạng continuous để diễn tả nhận thức, cảm giác, trạng thái trong một khoảng thời gian ngắn hay để nhấn mạnh.

I'm loving this party.

I'm liking school a lot better now.

3. Một verb có thể là State verb và Action verb với nghĩa khác nhau..

He looks unhappy.

He looks at the picture.

I have a new book.

I have lunch at noon every day.

4. Tất cả Linking verbs đều là State verbs.

Linking verbs

Là động từ nối subject với complement.

Complement có thể là:

- Noun: *president, kilo* ;
- Adjective : *nervous, interesting* ;
- Adverbial phrase: *over there, on the wall*.

He became a president. *The bag weighed ten kilos.*

She appears very nervous. *Your idea sounds interesting*

The children are over there. *The picture is on the wall.*

Lưu ý : Linking verb theo sau là adjective, không phải là adverb.

He feels tired.

He works slowly

He seems angry.

He is speaking angrily.

BÀI TẬP

1.1. Transitive hay Intransitive Verbs

Động từ nào trong câu diễn tả Transitive hay Intransitive verbs.

vd. I read this book last week.

_____ transitive _____

1. They are sitting on the sofa. _____
2. The students are practicing at the periodical section. _____
3. The reference services department meets all the need. _____
4. The baby is crying loudly. _____
5. She scanned the journal this morning. _____

1.2. State hay Action Verbs

Động từ nào trong câu diễn tả State hay Action verbs.

vd. I spoke to the university librarian.

_____ action _____

1. The library clerks seem very kind. _____
2. These engineers built our library. _____
3. The old library doesn't exist anymore. _____
4. I have to renew these books. _____
5. What does 'metadata' mean? _____

1.3. Động từ có nhiều nghĩa khác nhau

Chọn dạng thức đúng của động từ.

1. A: I rang to the library at about ten, but there was no reply.

B: That was probably when I (was seeing/saw) _____ the doctor.

2. A: Wow! Your library (is looking/looks) _____ very good.
B: Thanks. I (have/am having) _____ lots of photos of my library.
3. A: There is the new clerk working at the circulation desk.
B: Oh, she's lovely. I (think/am thinking) _____ she (looks/is looking) _____ beautiful.
4. A: Where is the technical services librarian ?
B: He (has/is having) _____ lunch with his staff at the moment.
5. A: Is this the photo of your daughter ?
B: Yes, It is. She cried all the time the nurse (weighted/was weighting) _____ her. When she was born, she (weighted/was weighting) _____ four kilos, you know.

1.4. Adjective hay Adverb

Làm hoàn chỉnh những câu. Chọn Adjective hay Adverb để điền vào khoảng trống.

1. This computer table seems very (comfortable/comfortably) _____ .
2. It rained (steady/steadily) _____ yesterday.
3. The physician appeared (nervous/nervously) _____ when he talked to the patient.
4. She tasted the pie (cautious/cautiously) _____ .
5. I felt (bad/badly) _____ about forgetting the appointment.

1.5. State verbs trong tiếp diễn

Chọn những câu dưới đây làm khớp với mỗi câu trong bài tập.

I think it's going to suit me. And I've still got a chance to win it.

I've never wanted to change it. It uses a lot of petrol.

It's too expensive to buy. I play it every weekend.

Vd. I enjoy the game. I play it every weekend

1. I'm enjoying the game. _____
2. The car costs a lot of money. _____
3. The car is costing a lot of money. _____
4. I'm liking my new job. _____
5. I like my job. _____

2.**Tenses****Tense – Time**

Là hai khái niệm khác nhau:

- **Time** là *thời gian* trong thực tại và **Tense** là *thì* trong ngữ pháp.
- Một câu trong present tense có thể diễn tả một ý trong future time (*I'm flying to San Francisco tomorrow*); Một câu trong past tense có thể diễn tả một ý trong present hay future time (*If I had a lot of money, I would travel around the world*).

12 Tenses

Có 12 tenses trong Ngữ pháp Anh ngữ:

PAST		PRESENT		FUTURE	
Simple	Perfect	Simple	Perfect	Simple	Perfect
Continuous	Continuous	Continuous	Continuous	Continuous	Continuous

1. Present Simple Tense
2. Past Simple Tense
3. Future Simple Tense
4. Present Perfect Tense
5. Past Perfect Tense
6. Future Perfect Tense
7. Present Continuous Tense
8. Past Continuous Tense
9. Future Continuous Tense
10. Present Perfect Continuous Tense
11. Past Perfect Continuous Tense
12. Future Perfect Continuous Tense

Thành phần chính của verb trong việc tạo tenses:

- Simple form : walk go
- Past form : walked went
- Past Participle form (-en form) : walked gone
- Present Participle form (-ing form) : walking going

3.**Present Simple Tense****Tense form****- To Be**

<i>Affirmative</i>	<i>Negative</i>	<i>Interrogative</i>
I am	I'm not	Am I ?
He is	He's not	Is he ?
She is	She's not	Is she ?
It is	It's not	Is it ?
We are	We're not	Are we ?
You are	You're not	Are you ?
They are	They're not	Are they ?

- Ordinary verbs

<i>Affirmative</i>	<i>Negative</i>	<i>Interrogative</i>
I see	I do not see	I don't see
He sees	He does not see	He doesn't see
She sees	She does not see	She doesn't see
It sees	It does not see	It doesn't see
We see	We do not see	We don't see
You see	You do not see	You don't see
They see	They do not see	They don't see

- Ngôi thứ ba số ít: +s hay +es

1. Thêm es trong những trường hợp sau:

- Simple form tận cùng bằng s, x, z, ch, sh.

pass - passes	catch - catches
relax - relaxes	push - pushes

- Simple form tận cùng bằng phụ âm và y (sau khi đổi y thành i)

study - studies	worry - worries
cry - cries	fly - flies

- Simple form tận cùng bằng o

do - does	go - goes
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2. Thêm s vào simple form trong những trường hợp còn lại (ngoại trừ HAVE):

see - sees	buy - buys
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stop - stops have - has

- **Cách phát âm 's' tận cùng:** Có 3 cách phát âm

[iz]	[s]	[z]
(Simple form tận cùng bằng sibilant sounds: [s], [z], [ʃ], [tʃ], [ʒ], [dʒ]), và [ð]	(Simple form tận cùng bằng voiceless consonant sounds: [f], [k], [p], [t], [θ])	(Simple form tận cùng bằng vowel và voiced consonant sounds)
discusses	laughs	catalogs
criticizes	looks	classifies
publishes	hopes	fines
watches	collects	renews
arranges	baths	reads
pledges		
smoothes		

Usage of tense

1. **Present Simple tense** diễn tả *State Verb* (nhận thức, cảm giác, và trạng thái) *trong hiện tại*.

How many books in information literacy do you see ?

- I see four on this shelf.

Do you hear anything ?

- No, I don't hear anything.

What's the matter ? You look worried.

I want an almanac this year.

My library has a lot of books in information science.

2. **Present Simple tense** diễn tả *General time*:

- Hành động thường xuyên.

Who do you work for ?

- I work at the Graduate Library.

What does he teach ?

- He teaches Automation at the library school.

Does your daughter play piano?

- Yes, she plays well.

- Hành động lặp đi lặp lại. Thường dùng với Adverbs of Frequency.
Does Bill go home often ?
 - Yes, he goes home every weekend.
When do you play tennis ?
 - I play almost every Sunday morning.
How often do you go to the evening classes ?
 - I go to the evening classes three times a week.

- Sự thật hiển nhiên, chân lý.
What is the freezing point of water ?
 - Water freezes at 0 degree C.
Where is Boston ?
 - Boston is in the State of Massachusetts.
The sun rises in the east.

3. Present Simple tense diễn tả Future time theo thời khóa biểu.

- What day is tomorrow ?*
 - Tomorrow is Wednesday.
When does the plane arrive ?
 - It arrives at 8:00 p.m.
When does the course of Collection development begin?
 - It begins on Friday.
The next semester begins in three weeks.

BÀI TẬP

3.1. Present Simple

Đặt động từ vào trong câu. Dùng Present Simple. Bạn quyết định xem động từ dùng là xác định hay phủ định.

1. She is very good at cataloging. She (win) _____ every contest.
2. We have plenty of chairs. We (want) _____ any more.
3. What's the matter? You (look) _____ very happy.
4. Richard is finding life in Paris a bit difficult. He (speak) _____ French.
5. Don't try to use that printer. It (work) _____ .

3.2 Present Simple

Làm hoàn chỉnh đoạn văn. Dùng động từ ở thì Present Simple.

Ann only (think) _____ about business. She never (take) _____ a day off. She's in the library at 7:30 everyday. She often (work) _____ until 9:00 at night. Does she ever get sick or tired? She never (relax) _____!

What _____ she (like) _____ to do? She (not read) _____ and she (not watch) _____ television. She never (go) _____ to the movies and she (hate) _____ parties. She (not like) _____ to cook. She never (spend) _____ any time with family or friends. All she does is work, eat, and sleep.

3.3 Present Simple

Làm hoàn chỉnh câu chuyện. Dùng động từ ở thì Present Simple.

I am an art student and I (paint) _____ a lot of pictures. Many people (pretend) _____ that they (understand) _____ modern art. They always (tell) _____ you what a picture is 'about'. Of course, many pictures are not 'about' anything. They (be) _____ just pretty patterns. I (think) _____ young children often (appreciate) _____ modern pictures better than anyone else. They (notice) _____ more. My sister is only seven, but she always (tell) _____ me whether my pictures are good or not. Sometimes she (suggest) _____ hanging some pictures upside-down and I always (appreciate) _____ her idea.

4. Present Continuous Tense

Tense form

- Formation:

am, is, are + present participle of the principal verb
(-ing form)

I am learning English. *We are learning English.*

He is learning English. *They are learning English.*

- Cách thêm -ing vào simple form:

1. Simple form tận cùng bằng phụ âm và e câm, thì bỏ qua e trước khi thêm ing.

write - writing	give - giving	take - taking
<u>Nhưng:</u> .	free - freeing	agree - agreeing

2. Simple form có 1 syllable, tận cùng bằng 1 phụ âm (ngoại trừ w, h, y, x), đứng trước là nguyên âm đơn độc thì **gấp đôi phụ âm đó** trước khi thêm ing.

stop - stopping	swim - swimming	run - running
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3. Simple form có 2 syllables, trọng âm rơi vào âm cuối, tận cùng bằng 1 phụ âm (ngoại trừ w, h, y, x), đứng trước là nguyên âm đơn độc thì **gấp đôi phụ âm đó** trước khi thêm ing.

begin - beginning	permit - permitting	occur - occurring
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4. Verb tận cùng bằng ie được đổi thành y trước khi thêm ing.

tie - tying	lie - lying	
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Usage of tense

1. **Present Continuous Tense** diễn tả Action Verb trong hiện tại.

What are you doing now ? - *I'm reading a novel.*

Look. What is the girl doing ? - *She's running to catch the bus.*

2. **Present Continuous Tense** diễn tả *Current time* hay một hành động tạm thời đang tiếp diễn trong hiện tại.

Are you having difficulty with Subject cataloging ?

- Yes, I'm having a lot of trouble this semester.

What's the matter with them ?

- At the moment they're living in a very small flat.

3. **Present Continuous Tense** diễn tả *Future time* theo kế hoạch hay ý định và chắc chắn xảy ra.

I am having a party next Saturday. Would you like to come ?

Is it true that you are getting married next week ?

BÀI TẬP

4.1. Present Continuous

Làm hoàn chỉnh bài đàm thoại. Dùng động từ ở thi Present Continuous.

John: What (you/do) _____?

Paul: I (write) _____ an invitation letter. We (prepare) _____ to organize a seminar on digital library.

John: (you/find) _____ time for all your other work too?

Paul: Oh yes, Julie (help) _____ me with the seminar. We (get) _____ on fine. And there isn't much to do. It (not take) _____ too much of my time. Oh, sorry. (you wait) _____ for the computer?

John: Yes, but there's no hurry.

Paul: I (type) _____ the last bit of the invitation letter. I've nearly finished.

4.2. Present Continuous diễn tả future time.

Làm hoàn chỉnh đoạn văn. Dùng động từ ở thi Present Continuous.

I (have) _____ a party this week. We (celebrate) _____ my new job. I (invite) _____ three people: my brother Bill, his girlfriend, and Tom, one of the colleagues in their library. There are four of us in all for dinner. They (come) _____ at seven o'clock. I (buy) _____ a large bouquet of flowers for the table. I (serve) _____ lobsters, salad, and rice. Bill (bring) _____ some wine. I (bake) _____ a big cake.

5. Present Continuous or Simple

So sánh chức năng

Present Simple

1. State Verb trong hiện tại

I see seven horses on the picture at the moment.

2. General time

I work at a bookstore. It's a permanent job.

3. Future time theo thời khóa biểu.

The film begins at 7:30 tonight.

Present Continuous

1. Action Verb trong hiện tại.

I'm looking at seven horses on the picture at the moment.

2. Current time.

I'm working at a bookstore for weeks.

3. Future time theo kế hoạch & ý định.

*I'm going to the movies tonight.
I've bought the ticket.*

Always

- Với present continuous có nghĩa 'very often' hay 'too often':

Peter is always inviting friends here. (= He very often invites them)

I'm always making silly mistakes. (= I make silly mistakes too often)

- Với present simple có nghĩa 'every time':

Peter always invites his parents to stay at Thanksgiving.

I always make silly mistakes when I'm taking an exam.

BÀI TẬP

5.1 State verb hay Action verb trong hiện tại.

Làm hoàn chỉnh những câu. Dùng dạng thức đúng của động từ.

1. He says he's seventy five years old but I (not/believe) _____ him.
2. I (listen) _____, but I cannot hear a sound.
3. It (snow) _____ outside. It (come) _____ down quite hard, look.
4. I alway (think) _____, but today I (think) _____ in my native language.

4. I alway (think) _____, but today I (think) _____ in my native language.
5. I (see) _____ that you (wear) _____ new coat today.

5.2. General time hay Current time.

Đọc về Phil và tôi.

Phil is young and healthy. He likes wine, women, and sports, and he is not crazy about work. He has a new job every month. To him, I'm an old man. I work all week, and I wear jacket and tie. Sometimes Phil and I meet in the street and talk.

Điền vào chỗ trống cuộc đàm thoại. Dùng dạng thức đúng của động từ WORK.

I : Hi Phil. How are you doing?

Phil : Great, just great.

I : What's new? Where _____ you _____?

Phil : I _____ at my father's store this month.

I : At your father's store?

Phil : Yeah, he's OK, and I make a lot of money. How's your job?

I : I like it. It's a good job.

Phil : Yeah? Who _____ you _____ for?

I : I _____ for a big company downtown.

Phil : Do you need an assistant? I'm looking for a new job.

5.3. General time hay Current time.

Làm hoàn chỉnh những câu. Dùng dạng thức đúng của động từ.

1. Normally, I (start) _____ work at seven o'clock, but I (start) _____ at six this week. We're very busy just now.
2. Usually, I (read) _____ two newspapers, but not the same ones every day. On Sundays I (buy) _____ tour or five.
3. The sun (rise) _____ in the east, remember. It's behind us, so we (travel) _____ west.
4. She (stay) _____ with her sister at the moment until she finds somewhere to live.
5. The river (flow) _____ very fast today much faster than usual.

5.4. Future time với thời khóa biểu hay kế hoạch, ý định.

Làm hoàn chỉnh những câu. Dùng dạng thức đúng của động từ.

1. We (go) _____ to the theater this evening.
2. (the film/begin) _____ at 3:30 or 4:30 ?

3. I (not/go) _____ away for my holiday next month because I haven't got enough money. (you/go) _____ away?
4. Dick, is it true that you (quit) _____ school?
5. According to our schedule, we (meet) _____ next Thursday.

5.5. Present continuous hay simple

Đặt vào trong câu những từ: are, aren't, is, isn't, do, don't, does, và doesn't

- A: Who _____ Michelle talking to ?
 B: I can't see Michelle.
 A: You _____ looking in the right place.
 B: Oh, that's Adrian. He's new here.
 A: Really? Where _____ he live? _____ you know?
 B: No, I _____.
 A: What _____ they talking about, I wonder?
 B: Well, he _____ look very interested. He's got a very bored expression. And he _____ saying anything.

5.6. Present continuous hay simple

Làm hoàn chỉnh những câu. Dùng dạng thức đúng của động từ.

1. Duncan: Are you waiting for someone?
 Paul : Yes – for Neil. We (go) _____ to work together most days.
 We (work) _____ in the same library.
2. John : I (look) _____ for the secretary. I can't find her anywhere.
 Ann : She isn't here today. She only (work) _____ two days a week.
 John : Oh, of course. I (waste) _____ my time then.
3. Jack : I'm not sure, but I (think) he (talk) to Mr. Davis about something.
 Susan: Yes, I (know) He told me. What about you? What (you do) here.
4. Nancy: (it/(be)) our parents' 25th anniversary next week.
 Tom : Yes, we (go) to a famous French restaurant. They (love) French food.
 Nancy: Our parents (not know) about the party at the restaurant.
 Tom : It's a surprise. They (love) surprise.
5. Neil : (your brother, Richard/come) to your birthday tomorrow?
 Sue : No, he (not come) He (work) in Tokyo, Japan. He can't come because the plane tickets (be) expensive. But my sister Barbara and her husband (come) I'm very happy they (come)

6.**Past Simple Tense****Tense form****- To Be**

<i>Affirmative</i>	<i>Negative</i>	<i>Interrogative</i>
I was	I was not	Was I ?
He was	He was not	Was he ?
She was	She was not	Was she ?
It was	It was not	Was it ?
We were	We were not	Were we ?
You were	You were not	Were you ?
They were	They were not	Are they ?

- Ordinary verbs

- Regular verbs : I wanted, He studied
- Irregular verbs : I sang, He built

Past form giống nhau trong tất cả các ngôi.

<i>Affirmative</i>	<i>Negative</i>	<i>Interrogative</i>
I wanted	I did not want	Did I want ?
He sang	You did not sing	Did you sing?
We built	We did not build	Did we build?

- Past form của Regular verbs.

1. Thêm **d** khi simple form tận cùng bằng **e** hay **ee**

like - liked	hope - hoped
free - freed	agree - agreed

2. Thêm **ed** cho tất cả những verbs khác.

- Simple form tận cùng bằng phụ âm và **y** (sau khi đổi **y** thành **i**)
study - studied cry - cried
- Simple form có 1 syllable, tận cùng bằng 1 phụ âm (ngoại trừ **w, h, y, x**), đứng trước là nguyên âm đơn độc thì gấp đôi phụ âm đó trước khi thêm **ed**.
stop - stopped beg - begged

- Simple form có 2 syllables, trọng âm rơi vào âm cuối, tận cùng bằng 1 phụ âm (ngoại trừ w, h, y, x), đứng trước là nguyên âm đơn độc thì gấp đôi phụ âm đó trước khi thêm ed.

permit - permitted occur - occurred

- **Cách phát âm 'ed' tận cùng:** Có 3 cách phát âm.

[ɪd]	[t]	[d]
(Simple form tận cùng bằng sounds [t], và [d])	(Simple form tận cùng bằng voiceless sound: [f], [k], [p], [θ], [s], [ʃ], [tʃ])	(Simple form tận cùng bằng vowel và voiced sounds)
heated	laughed	robbed
hated	looked	tried
added	hoped	raised
decided	bathed	changed
	sentenced	shelved
	pushed	
	watched	

Usage of tense

1. **Past Simple tense** diễn tả hành động hiện hữu hay xảy ra trong quá khứ. Thời gian được xác định.

Where did you go yesterday ?

- I went to the Natural Sciences Library.

When did they leave ?

- They left an hour ago.

2. **Past Simple tense** diễn tả hành động hiện hữu hay xảy ra trong một khoảng thời gian trong quá khứ. Thời gian được xác định.

When were you at the Illinois University ?

- I studied there during the fall semester.

How long was your brother in the army ?

- He was in the army from 1985 to 1990.

3. **Past Simple tense** diễn tả hành động lặp đi lặp lại trong quá khứ.
Thời gian được xác định.

Did he come to see you often ?

- Yes, he came every weekend.

Was the teacher always on time for his lecture ?

- No, he was usually a few minutes late.

Lưu ý: 'Used to' + Simple form được dùng để diễn tả hành động hay sự việc thường xảy ra trong quá khứ nhưng không tồn tại trong hiện tại.

They used to have a lot of money, but they don't anymore.

I used to collect stamps when I was a boy.

The Central library of Hue university used to be a nice building.

The classified catalog used to be popular in the nineteenth century.

BÀI TẬP

6.1. Dạng khẳng định hay phủ định của Past Simple

Đặt vào trong mỗi câu dạng thức đúng Past Simple của những động từ này: **leave, answer, read, enjoy, know.**

1. Your presentation on Greenstone open source software was great. I really _____ it.
2. The seminar wasn't very good. We _____ after only half an hour.
3. There were many books. I _____ them at all.
4. The questions were easy. I hope you _____ them correctly.
5. My watch was broken. I _____ the time.

6.2. Dạng phủ định và nghi vấn của Past Simple

Đặt vào trong mỗi câu dạng thức phủ định hay nghi vấn của động từ ở Past Simple.

Steve: (you have) _____ a nice weekend in London ?

Brian : Yes, thanks. It was good. We looked around a museum and saw a show.

We (not try) _____ to do too much.

Steve: Which museum (you go) _____ to ?

Brian : The Baden Powell House. I (not know) _____ there was so much in there.

Steve: It's fascinating. Isn't it? And what show (you see) _____ ?

Brian : Oh, a musical about cowboys. I forgot what its called. I (not like) _____ it.

Steve: Where (you stay) _____ ?

Brian : At a small hotel I know in Bayswater.

Steve: And (Sarah enjoy) _____ the weekend.

Brian : Yes, she did. She did some shopping too, but I (not want) _____ to look at shops.

6.3. Past Simple

Điền vào chỗ trống những động từ trong ngoặc với thì Past Simple.

Charles (live) _____ in New York. He (be) _____ a student of University of Columbia, where he (study) _____ library and information science. After graduation, he (not work) _____ in New York. He (move) _____ to Illinois and (work) _____ for the Graduate Library of the University of Illinois at Urbana-Champaign as a cataloger in the technical services department. He (be) _____ very good at assigning subject headings.

He (become) _____ the university librarian when he (be) _____ still very young. As the matter of fact, he (use) _____ to be the president of IFLA (International Federation of Library Associations and Institutions).

7. Past Continuous Tense

Tense form

- Formation:

was, were + present participle of the principal verb
(-ing form)

I was learning English

He was learning English

You were learning English

Usage of tense: Diễn tả một hành động đang tiếp diễn trong quá khứ.

1. **Past Continuous tense** diễn tả một hành động đang tiếp diễn trong quá khứ thì một hành động khác xảy ra (có thể làm gián đoạn hành động trước).

I was studying when Mr. Baker telephoned.

When Mark came in the reference section, Martha was interviewing a patron.

2. **Past Continuous tense** diễn tả hai hành động cùng đang tiếp diễn đồng thời trong quá khứ.

Barbara was designing a webpage while the part-time student employee was scanning something.

While the teacher was explaining the lesson, some students were talking.

3. **Past Continuous tense** diễn tả một hành động đang tiếp diễn tại một thời điểm cụ thể hay đang ở giữa một hành động trong quá khứ.

What were you doing at 9:00 o'clock this morning ?

- *I was attending a seminar on bibliographic utility.*

Peter was searching information on the world-wide-web in the computer site at noon.

BÀI TẬP

7.1. Past Continuous

Làm hoàn chỉnh bài đàm thoại. Dùng động từ ở thì Past Continuous.

1. Jeremy : I'm afraid I've destroyed the library book.

Sue : Oh no! What (you/do) _____?

Jeremy : I (have) _____ lunch in the cafeteria. I spilled water on the book.

2. John : I've just broken my laptop.

Betty : What (you/do) _____?

John : I (take) _____ it into the library. I bumped into Emma.

She (come) _____ out just as I (go) _____ in.

Betty : It was your fault. You (dream) _____. You (not look) _____ where you (go) _____.

7.2. Past Continuous

Làm hoàn chỉnh câu chuyện bằng cách làm khớp những phrase vào chỗ trống.

Jack went to the library all the time in June _____. After the test, he decided to have a party at home. His parents _____.

The party began at 9:00 p.m., _____. things started to go wrong. Forty uninvited guest arrived _____. They broke furniture, smashed windows, and stole jewelry. When his parents heard the news, they came home immediately.

The phrases:

1. and some of them were carrying knives
2. because he was studying the final test
3. everyone was having a good time when suddenly
4. were going away on vacation.

8. Past Continuous or Simple

So sánh chức năng

Past Continuous

1. Hành động đang tiếp diễn
*We **were sitting** in the garden.*
*Gary **was shelving** books.*
2. Đang ở giữa hành động
*I **was walking** across the field.*
(I was in the field)
*The plane **was flying** very low.*

Past Simple

1. Hành động làm gián đoạn
*It suddenly **started** to rain.*
*The **phone** rang.*
2. Hành động kết thúc
*I **walked** across the field.*
(I crossed it completely)
*The plane **crashed** in the field.*

When và While: Là những conjunctions of time.

When

(Đứng trước mệnh đề dùng
Past Simple)

*It was raining **when** we arrived.*
*When I came to the theater,
everybody was in line at the ticket
window.*

- Đôi khi **when** đứng trước mệnh
đề dùng Past Continuous.
*Ella had a puncture **when** she was
driving on the highway.*

While

(Đứng trước mệnh đề dùng
Past Continuous)

While it was raining, we arrived.
*I felt asleep **while** I was watching
television.*

BÀI TẬP

8.1. Past Continuous hay Simple

Làm hoàn chỉnh bài đàm thoại. Dùng động từ ở thì Past Continuous hay Simple

Kim : I hear the lights (go) _____ out last night.

Charles: Yes, I (watch) _____ television at the time. The

program (get) _____ interesting, too. But the electricity (come) _____ on again after about ten minutes. I (not miss) _____ very much of it.

Angela : Sarah (come) _____ down the stairs when the lights went out. She almost (fall) _____ over.

Jessica: Tom and I (play) _____ table tennis at the time.

Peter : I (work) _____ at my computer. When it (happen) _____, I (stop) _____ work and (go) _____ to bed.

8.2. Past Continuous hay Simple

Tìm phần thứ hai của mỗi câu. Mỗi động từ trong ngoặc được dùng trong thì past continuous hay past simple.

Vd. I (dream)

1. When Mary (see) the question
2. The train (wait)
3. When I (try) the pudding,
4. When Karen (lift) the chair,
5. I (read) a library book
6. When the gate (open)

she (feel) a sudden pain in her back.

- When I (find) a £5 note between two pages.
- she (know) the answer.
- When the alarm clock (ring).
- the crowd (walk) in.
- I (like) it.
- When we (arrive) at the station.

Vd. I was dreaming when the alarm clock rang.

1. _____
2. _____
3. _____
4. _____
5. _____

8.3. Past Continuous hay Simple

Làm hoàn chỉnh những câu. Dùng dạng thức đúng của động từ.

1. Robin (eat) _____ dinner when her friend called.
2. While Maria (clean) _____ the apartment, her husband (sleep) _____.
3. At three o'clock this morning, John (watch) _____ the soccer game.
4. When Mark (arrive) _____ the Johnsons (have) _____ dinner, but they (stop) _____ in order to talk to him.
5. While Joan (write) _____ the report, Henry (look) _____ for more information.
6. At one time, Mr. Roberts (own) _____ this building.

7. Jose (write) _____ a letter to his family when his pencil (break) _____.
8. We (not go) _____ out because it (rain) _____.
9. Tom (take) _____ a photograph of me while I (not look) _____.
10. I (break) _____ a plate last night. I (do) _____ the washing-up when it (slip) _____ out of my hand.
11. George (fall) _____ off the ladder while he (paint) _____ the ceiling.
12. Dick's father (teach) _____ him how to drive when he was seventeen.
13. Last night I (read) _____ in bed when suddenly I (hear) _____ a scream.
14. I (not drive) _____ very fast when the accident (happen) _____.
15. I (see) _____ Carol at the party, she (wear) _____ a really beautiful dress.

9.**Present Perfect Tense****Tense form**– **Formation:**

**Have, has + past participle of the principal verb
(-en form)**

I have been in Boston.

I've been in Boston.

He has been in Boston.

He's been in Boston.

You have been in Boston.

You've been in Boston.

Usage of tense: Diễn tả một hành động quá lưu tại.

1. **Present Perfect Tense** diễn tả một hành động đã hiện hữu hay xảy ra trong quá khứ mà thời gian không được xác định.

Have you ever been to Australia ?

- *Yes, I've been there twice.*

- *No, I haven't. I have never been there.*

Have you written your reports?

- *Yes, we've already written them.*

- *No, I haven't written them yet.*

They have made films for a long time.

2. **Present Perfect Tense** diễn tả một hành động vừa mới hoàn thành trong một thời gian ngắn. Được dùng với *JUST (have just)*.

Have they got back yet ?

- *Yes, they have just come in.*

Have you finished your assignment ?

- *Yes, I've just finished the last problem.*

3. **Present Perfect Tense** diễn tả một hành động đã bắt đầu trong quá khứ vẫn còn xảy ra trong hiện tại.

How long has John lived in the same house ?

- *He has lived in the same house for twenty years.*

Have you worked here for a long time ?

- *Yes, I've worked here since 1985.*

4. **Persent Perfect Tense** diễn tả một hành động đã được hoàn tất trong quá khứ nhưng được kết nối hay có liên quan đến hành động khác trong hiện tại hay tương lai.

I have done all the housework. The house is clean.

She has bought a motorbike, so that she will have transportation to work.

I've received two tickets to the concert. Do you want to go with me?

Lưu ý:

1. So sánh *gone to* và *been to*.

Judy has gone to Orlando. She's having a lovely holiday.

('Gone' ở đây có nghĩa Judy vẫn còn ở đó)

Judy has been to Orlando. She went there last summer.

('Been' ở đây có nghĩa chuyến du lịch đã qua rồi)

2. So sánh cách dùng Present Perfect giữa British English và American English.

British English

He has washed the dishes. They're clean.

We have already eaten our lunch.

I have just seen Barbara.

Have you corrected your work yet ?

Have you ever played cricket ?

She has never seen snow before.

American English

He has washed the dishes. They're clean.

OR *He washed the dishes. They're clean.*

We have already eaten our lunch.

OR *We already ate our lunch.*

I have just seen Barbara.

OR *I just saw Barbara.*

Have you corrected your work yet ?

OR *Did you correct your work yet ?*

Did you ever play baseball ?

OR *Have you ever played baseball ?*

She never saw snow before.

OR *She has never seen snow before.*

BÀI TẬP

9.1. Present Perfect

Làm hoàn chỉnh bài đàm thoại. Dùng động từ ở thì Present Perfect

Karen: How is the painting going? (you start) _____ on the front door yet?

Jean : No, the paintbrush (disappear) _____.

Karen: (you look) _____ for it?

Jean : Of course I (look) _____ for it. Can I borrow yours?

Karen: Well, I (not finish) _____ with it. But there's one here. Adrian (use) _____

it to paint a window. I don't know if he (clean) _____ it.

Jean : Yes, it's clean. I'll do the other window.

Karen: Linda (promise) _____ to do that one.

Jean : Well, she (not start) _____ yet. She can do the front door. I (decide) _____ to do the window.

9.2. Present Perfect

Làm hoàn chỉnh những câu. Dùng động từ ở thì Present Perfect, đôi khi ở dạng phủ định.

1. Are you going to have a bath? ~ No, I _____ one already today.

2. When did you last see Lisa? ~ Oh, ages ago. I _____ her since Thanksgiving.

3. Bob rings every hour. He _____ five times already today.

4. The car has broken down. It has already broken down twice this month. It's the third time it _____.

5. Judith is in Japan. She's just arrived and it's very new for her. This is the first time she _____.

9.3. Present perfect.

Đọc tình huống và viết câu thích hợp. Dùng động từ đã cho.

1. Tom is looking for his key. He can't find it. (lose) He _____.

2. Suzanne 's hair was dirty. Now it is clean. (wash) She _____.

3. Linda was 70 kilos. Now she weighs 60 kilos. (lose weight) She _____.

4. The car has just stopped because there isn't any more petrol in the tank.
(run out of petrol) It _____.
5. Yesterday Bill was playing soccer. Now he can't walk and his leg is in plaster. (break) He _____.

9.4. Present perfect.

Thêm một câu dùng Present Perfect and **just**. Dùng những participle sau: **checked, made, cleaned, repaired, spent, tidied**.

Vd. Nicola's car is clean now. She 's just cleaned.

1. The children's room is tidy now. They _____
2. My tea is on the table now. I _____
3. Marilyn's radio is working now. She _____
4. Our money has all gone now. We _____
5. Henrietta's answers are correct. She _____

9.5. gone to hay been to

Làm hoàn chỉnh bài đàm thoại. Đặt vào **gone to or been to**

Richard: Hello. Where's Martin?

Angela : He's _____ to the supermarket. We need some sugar.

Richard: It's very busy there. I've just _____ there on my way here. Did you know there's a new store outside town? We haven't _____ there yet.

Angela : We haven't either. By the way, where's Linda?

Richard: Oh, she's _____ to London. She'll back tonight.

10. Present Perfect or Past Simple

So sánh chức năng

Past Simple

1. Thời gian được xác định trong quá khứ

We **went** to New York **last month.**

I **finished** the report **few minutes ago.**

2. Không liên quan đến hiện tại
Suzan **repaired** the television, but then it broke down again.
They **bought** the house. But they didn't live there long.

3. Hành động không còn có thể xảy ra

The producer **made** lots of films in his long career.

Michael Jackson **traveled** around the world.

Present perfect

1. Thời gian không xác định trong quá khứ

We **have gone** to New York **twice.**

I **have just finished** the report.

2. Liên quan đến hiện tại
Suzan **has repaired** the television, so it is all right now.
They **have bought** the house. And the house belongs to them now.

3. Hành động còn có thể xảy ra
This young producer **has made** four films so far.
Madonna **has traveled** around the world.

BÀI TẬP

10.1. Thời gian xác định và không xác định trong quá khứ

Làm hoàn chỉnh những câu. Dùng động từ ở thì Present Perfect hay Past Simple.

1. We (not begin) _____ to study for the test yet.
2. Dick (go) _____ to the store at ten o'clock this morning .
3. Anderson (call) _____ his employer yesterday.
4. Up to now I (visit) _____ twenty states of America.
5. She (stop) _____ when she saw me.

10.2. Hành động có liên quan và không liên quan đến hiện tại

Làm hoàn chỉnh những câu. Dùng dạng thức đúng của động từ

- 1 I (make) _____ a cake. Would you like a piece?
- 2 I (lose) _____ my purse. I can't find it anywhere.
- 3 Joanne (run) _____ away from home. But she came back two days later.
- 4 James (earn) _____ some money last week. But I'm afraid he's already spent it all.
- 5 Prices (go) _____ up. Things are more expensive this week.

10.3. Hành động có thể xảy ra và không thể xảy ra

Reginald was a rich and successful businessman, but now he's an old man and doesn't work any more. His son Hugo is a very rich and very successful businessman.

Điền vào chỗ trống. Dùng động từ **in đậm** thì Present Perfect hay Past Simple

1. Most business people **make** mistakes. Reginald _____ mistakes. But his son _____ never _____ a mistake.
2. Business people **travel** a lot. Hugo _____ all over the world. His father _____ on business too, but not so much.
3. Good business people **make** money. Hugo _____ \$50 million now. His father _____ \$10 million.
4. Business people can **win** prizes. Reginald _____ the Exporter of the Year prize twice. His son _____ it four times already.
5. A lot of business people don't **take** risks. Old Reginald _____ risks because he was afraid to. But his son _____ quite a few risks so far in his career.

10.4. Present perfect hay past simple.

Làm hoàn chỉnh bức thư. Dùng dạng thức đúng của động từ.

I (be) _____ angry and sad to hear that someone plans to knock down the White Horse Inn in Brickfield. This pub (been) _____ the center of village life for centuries. It (stand) _____ at our crossroads for about 500 years. It (be) _____ famous in the old days, and Shakespeare once (stay) _____ there, they say. I (live) _____ in Brickfield all my life, and I know all about it. We (know) _____ for some time of the danger to our pub. There (be) _____ some

talk a year or two ago about knocking it down. But all the villagers are against the plan. We will stop it, you'll see.

10.5. Present perfect hay past simple.

Đọc tình huống và viết câu thích hợp. Dùng động từ đã cho.

Vd. Ten minutes ago Tom lost his key. Now he has it in his hand

(lose / find) Tom lost his key but now he has found it

1. I lost a lot of weight but now I am too heavy again.
(lose weight / put on weight) I _____ but now I _____
2. She went to Montreal but now she is back in Boston again.
(go / come back) She _____ but now she _____
3. Last year Den bought a car. Now it belongs to someone else.
(buy / sell) Den _____ but now he _____
4. The police arrested the man but now he is at home again.
(arrest / release) The police _____ but now they _____
5. Bill cut his hair. Now it is long again.
(cut / grow) Bill _____ but now it _____

10.6 . Present perfect hay past simple.

Làm hoàn chỉnh bài đàm thoại. Dùng dạng thức đúng của động từ.

Debbie: (you see) _____ the ski shop that (just opened) _____ in the High Street?

Judith : Yes, it (open) _____ last week, didn't it? I (not be) _____ in there yet.

Debbie: I (go) _____ in yesterday. It's really good. I (buy) _____ some gloves. We're going to Quebec next winter, and I can buy clothes there.

Judith : I (not ski) _____ for ages actually. I've got some skis – I (have) _____ them for years. I used to ski a lot when I was younger.

Debbie: Where (you go) _____ ?

Judith : We (go) _____ to Swiss a few times.

Debbie: I (be) _____ New Hampshire twice, but I (never do) _____ any skiing abroad. I'm really looking forward to Quebec.

10.7. Present perfect hay past simple.

Làm hoàn chỉnh bài đàm thoại. Dùng dạng thức đúng của động từ.

Craig : (you hear) _____ the news about Cathy?

Nicola: No, what (happen) _____ ?

Craig : She (have) _____ an accident. She was running for a bus when she (fall) _____ down and (break) _____ her leg.

Nicola: Oh, how awful! When (this happen) _____ ?

Craig : Yesterday afternoon. Sarah (tell) _____ me about it last night.

Nicola: Last night! You (know) _____ last night, and you (not tell) _____ me!

Craig : Well, I (not see) _____ you last night. And I (not see) _____ you today, until now.

Nicola: I hope she's all right. She (have) _____ lots of accidents, you know. She (do) _____ the same thing about years ago.

10.8. today, this week...

Điền vào chỗ trống. Dùng **this, last, today, or yesterday**.

1. _____ month prices went up, but _____ month they have fallen a little.
2. It's been dry so far _____ week, but _____ week was very wet.
3. I went shopping earlier _____ and spent all money I earned _____.
4. We didn't have many tomatoes _____ year. We've grown a lot more _____ summer.
5. I don't feel so tired now. We got up quite late _____ morning. I felt really tired _____ morning when we got up so early.

10.9. Present perfect, present continuous hay present simple.

Làm hoàn chỉnh các câu. Dùng dạng thức đúng của động từ.

1. We bought this picture many years ago. We (have) _____ it for ages.
2. Colin's car phone is very useful. He (use) _____ it all the time.
3. Joanna doesn't know where her watch is. She (lose) _____ it.
4. We're in the middle of decorating our kitchen. Meals are a problem. We (get) _____ them from a take-away restaurant this week.
5. This color is absolutely awful. I (hate) _____ it.
6. I hope these figures are correct. I (check) _____ them several times already.

11. Present Perfect Continuous Tense

Tense form

- Formation:

have, has + been +present participle of the principal verb
(-ing form)

<i>I have been living in Boston.</i>	<i>I've been living in Boston.</i>
<i>He has been living in Boston.</i>	<i>He's been living in Boston.</i>
<i>You have been living in Boston.</i>	<i>You've been living in Boston.</i>

Usage of tense:

Present Perfect Continuous Tense diễn tả một hành động xảy ra hay hiện hữu trong quá khứ còn kéo dài đến hiện tại. Nhấn mạnh bản chất tiếp diễn của hành động.

I have been waiting here for twenty minutes.

The waiter has been talking to that girl since we came in.

Mrs. Stuart has been sitting here for two hours. Her husband has been dancing all the evening, but he hasn't been dancing with her.

BÀI TẬP

11.1. Present perfect continuous.

Làm hoàn chỉnh bài đàm thoại. Dùng dạng thức đúng của động từ.

Maria: Sorry I'm late.

Kay : It's okay. I (not wait) _____ long. What (you do) _____?

Maria: I've been with Mrs. King. She (help) _____ me with my English.

Kay : Your English is very good. You don't need lessons. How long (you study) _____ it?

Maria: Six years now. But my accent wasn't so good before I came to the United States. I (work) _____ on it. I think it (get) _____ better lately.

Kay : Your accent is fine, Maria.

12. Present Perfect Continuous or Simple

So sánh chức năng

Present Perfect Continuous

1. Hành động còn kéo dài đến hiện tại.

We've been touring Mexico.

I've been writing an essay. I'm tired now.

2. Để trả lời 'How long'

I've been writing letters for hours.

Mandy has been picking apples since this morning.

Present Perfect

1. Hành động đã hoàn thành

We've finished our tour of Mexico.

I've written an essay. I can hand in now.

2. Để trả lời 'How many'

I've written five letters.

Mandy has picked hundreds of apples.

Lưu ý: Live và work có thể dùng hoặc không dùng continuous.

We've been living here since 1980.

OR We've lived here since 1980.

Tom has been working at the bank for three years now.

OR Tom has worked at the bank for three years now.

BÀI TẬP

12.1. Hành động còn kéo dài hay hành động đã hoàn thành.

Làm hoàn chỉnh bài đàm thoại. Dùng dạng thức đúng của động từ.

A: I feel really tired.

B: It's because you (do) _____ too much.

A: Well, at least I (finish) _____ that report now, and I can have a rest.

A: Someone (leave) _____ the ladder outside, look

B: I expect that's Brian. He (clean) _____ windows. I don't think he's finished yet.

A: You've got grass on your shoes.

B: I (mow) _____ the lawn.

A: Yes, I (see) _____ it. It looks a lot better. You (cut) _____ it nice and short.

12.2. How long hay How many?

Đọc tình huống và đặt câu hỏi như phần mở đầu.

Vd. Your friend is learning Japanese. How long have you been learning Japanese?

1. Your friend writes books. How many books _____
2. Your friend is waiting for you. How long _____
3. Your friend writes books. How long _____
4. Your friend plays soccer for his country. How many times _____

12.3. How long hay How many?

Đọc tình huống rồi viết hai câu, một với *present perfect* and một với *present perfect continuous*.

Vd. Tom is reading a book. He started two hours ago and he is on page 53.

(he / read / for two hours) He has been reading for two hours.

(he / read / 53 pages so far) He has read 53 pages so far.

1. Linda is from Illinois. Now she is traveling around Europe. She began her tour three months ago.
(she / travel / around Europe for three months) _____
(she / visit / six countries so far) _____
2. Jimmy is tennis champion. He began playing tennis when he was 11 years old. Now he has just won the national championship for the fourth time.
(he / play / tennis since he was 11) _____
(he / win / the national championship four times) _____
3. Bill and Andy make films. They started making films together when they left college.
(they / make / films since they left college) _____
(they / make / ten films since they left college) _____

12.4. Present perfect continuous hay present perfect.

Làm hoàn chỉnh bài đàm thoại. Dùng dạng thức đúng của động từ.

Linda: What are you doing, Jeff?

Jeff : I (clear) _____ out this cupboard most the afternoon. There's a lot of old stuff in here. I (find) _____ this, look.

Linda: You (read) _____ that book for the last five minutes. I (watch) _____ you.

Jeff : It's my old diary. I (get) _____ it since I was ten. It (be) _____ in here for years.

Linda: And is that old tennis racket yours?

Jeff : No, it must be yours. I (never have) _____ a tennis racket.

12.5. Present perfect continuous hay past simple.

Đặt câu hỏi với *how long* và *when*.

1. It is raining.
 (how long / it / rain) _____
 (when / It / start / raining) _____
2. Ann is learning piano.
 (how long / she / learning piano) _____
 (when / she / begin / learning piano) _____
3. I know David.
 (how long / you / know / David) _____
 (when / you / first / meet / David) _____
4. Bob and Alice are married.
 (how long / they / be / married) _____
 (when / they / get / married) _____

12.6. Present perfect continuous, past continuous, hay past simple.

Làm hoàn chỉnh bài đàm thoại. Dùng dạng thức đúng của động từ.

1. I rang at one, but you weren't in your office.
 - No, I (have) _____ lunch
2. You look tired.
 - Well, I (work) _____ all day.
3. Is Helen still here?
 - No, She (leave) _____ about half an hour ago.
4. I haven't finished this letter yet.
 - It must be a long letter. You (write) _____ it since lunch time.
5. Someone's living in that house now.
 - Yes, a young couple. They (move) _____ in last month.
6. Did Kirsty drive you home?
 - Yes, She (stop) _____ and gave me a lift while we (wait) _____ for a bus outside the cinema.

13.

Past Perfect Tense

Tense form

- Formation:

had + past participle of the principal verb
(-en form)

I had arrived at the airport.

He had arrived at the airport.

You had arrived at the airport.

They had arrived at the airport

I'd arrived at the airport.

He'd arrived at the airport.

You'd arrived at the airport.

They'd arrived at the airport.

Usage of tense

Past Perfect Tense diễn tả một hành động xảy ra hay hiện hữu trước một hành động khác hoặc trước một thời điểm trong quá khứ. Thời gian trước, sau có ý nghĩa.

Had you finished dinner when he telephoned ?

Yes, I had just finished.

Had you ever seen him before last night ?

No, I had never seen him before.

I had just finished watering the lawn when it began to rain.

Lưu ý:

1. So sánh:

- Dùng Present perfect (before now)

*The match is over. The Juventus **have won**.*

My wallet isn't here. I've left it.

- Dùng Past perfect (before then)

*The match **was** over. The Juventus **had won**.*

*My wallet **wasn't** there. I'd left it.*

2. Dùng Past simple đối với những hành động xảy ra ngay liền trước hành động khác trong quá khứ.

*When Jack **saw** the bomb, he **shouted** a warning.*

3. Vài trường hợp nghĩa khác nhau.

When we arrived, the others all left.

(= We arrived and then they left.)

When we arrived, the others had all left.

(= They left before we arrived.)

BÀI TẬP

13.1. Past perfect.

Làm hoàn chỉnh những câu này. Dùng động từ trong ngoặc

You went back your home town after many years and you found that many things were different.

Vd. Most of my friends were no longer there. They (leave) _____ *had left.*

1. The local cinema was no longer open. It (close) _____

2. Mr. Davis was no longer alive. He (die) _____

3. I didn't recognize Mrs. Davis. She (change a lot) _____

4. Bill no longer had his car. He (sell) _____

5. Susan no longer went to the college. She (graduate) _____

13.2. Past perfect.

Làm hoàn chỉnh những câu. Dùng động từ thì past perfect.

1. They said that they (not meet) _____ him before.

2. The librarian wanted to know where I (lose) _____ the book.

3. We found out that our friend (go) _____ to California.

4. It (already begin) _____ to rain when we started for the beach.

5. He asked me what countries I (visit) _____ .

6. She was hurt to learn that her boyfriend (forget) _____ her birthday.

7. The robber wouldn't say where he (spend) _____ all the money.

8. We heard that the president (give) _____ a speech on TV.

9. Mr. Smith (just leave) _____ when his wife called.

10. The clerk assured me that she (tell) _____ the manager about my complaint.

13.3. Past perfect.

Đặt câu dùng từ trong ngoặc.

1. We arrived at the cinema late.

- (the film / already / begin) _____
2. They weren't eating when I went to see them.
(they / just / finished) their dinner) _____
 3. I invited Ann to dinner last night but she couldn't come.
(she / already / arrange / to do something else) _____
 4. I was very pleased to see Nora again after such a long time.
(I / not see / her for five years) _____
 5. Tom wasn't at home when I arrived.
(he / just / go out) _____

13.4. Before now hay before then.

Làm hoàn chỉnh những câu. Dùng động từ thì past perfect hay present perfect.

Vd. It isn't raining now. It (stop) has stopped.

Vd. We had no car at that time. We (sell) had sold our old one.

1. The square looked awful. People (leave) _____ liter everywhere.
2. You can have that newspaper. I (finished) _____ with it.
3. There was no more cheese. We (eat) _____ it all.
4. I was really tired last night. I (have) _____ a hard day.
5. It'll get warmer in here. I (turn) _____ the heating on.

13.5. Past simple hay past perfect.

Ghép hai câu thành một. Dùng **when** và thì past perfect ở phần trước hay phần sau của câu.

Vd. I gave the book to a friend. I read it.

I gave the book to a friend when I had read it.

Vd. The pupils did the experiment. They wrote a report on it.

When the pupils had done the experiment, they wrote a report on it

1. Joe saved enough money. He bought a motorbike.
2. Max put all the dishes away. He dried them.
3. Jane signed the letter. She typed it on her word processor.
4. We completed the forms. We handed them in.
5. The golfers went into the club house. They played the last hole.

14. Past Perfect Continuous Tense

Tense form

- Formation:

Had + been + present participle of the principal verb

I had been sitting.

I'd been sitting.

He had been sitting.

He'd been sitting.

You had been sitting.

You'd been sitting.

Usage of tense

Past Perfect Continuous Tense được dùng giống như Past Perfect Tense. Nhưng nhấn mạnh bản chất tiếp diễn của hành động.

We **had been corresponding** regularly for many years before his death.

I went to the dentist on Thursday. My tooth **had been aching** since Monday.

BÀI TẬP

14.1. Past perfect continuous.

Làm hoàn chỉnh bài đàm thoại. Dùng động từ thì past perfect continuous.

A: I had a terrible back-ache last week.

B: Oh, dear. What (you do) _____ ?

A: I (dig) _____ the garden. It was on Sunday afternoon.

I (not do) _____ it long when I felt a pain in my back. It was still aching the next day. When I finally got to see the doctor, I (wait) _____ over an hour. He was late. He (deal) _____ with an emergency. But he was able to help me. It's much better now.

14.2. Past perfect continuous.

Đọc tình huống và đặt một câu.

- The two boys came into the house. One had a black eye and the other had a cut lip.

(they / fight) _____ *They had been fighting* _____

1. Mike was watching television. He looked very tired.

(he / study / hard all day) _____

2. When I walked into the room, it was empty. But there was a smell of cigarettes.

(somebody / smoke / in the room) _____

3. When Mary came back from the beach, she looked very red from the sun.

(she / lie / in the sun too long) _____

4. Some boys came into the house. They had a football and they were very tired.

(they / play / soccer) _____

5. There were some dirty pans in the kitchen.

(someone / cook / a meal) _____

14.3 Past perfect continuous.

Thêm một câu với thì past perfect continuous để giải thích tại nạn đã xảy ra như thế nào. Dùng những từ này:

play - with matches 1. **clean - a window** 2. **walk - on the ice** 3. **hitch-hike** 4. **play - on the railway line** 5. **walk - in her sleep** 6. **use - a faulty electric drill**

Vd. Some children started a house fire. _____ *They had been playing with matches.* _____

1. A man fell off a ladder. _____
2. A girl drowned in the lake. _____
3. A young woman was hit by car. _____
4. Two boys were killed by the train. _____
5. A woman fell down the stairs in the middle of the night. _____
6. A man died of an electric shock. _____

14.4 Past perfect continuous hay past continuous.

Làm hoàn chỉnh những câu. Dùng dạng thức đúng của động từ.

1. Jim was on his hands and knees on the floor. He (look) _____ for his cigarette lighter.
2. I tried to catch Tom but I couldn't. He (run) _____ very fast.
3. We (walk) _____ along the road for about 20 minutes when a car stopped and the driver offered us a lift.

4. When I arrived, everyone was sitting round the table with their mouths full. They (eat) _____.
5. When I arrived, everyone was sitting round the table and talking. Their mouths were empty but their stomachs were full. They (eat) _____.

14.5 Present hay past.

Làm hoàn chỉnh bài đàm thoại. Dùng dạng thức đúng của động từ.

Hugo : Hello, Simon. (I don't see / I haven't seen) _____ you for ages.

Simon: Hello Hugo. How are you?

Hugo : Fine, thanks. (I just started / I've just started) _____ a new job as a car salesman. (I started / I had started) _____ on Monday. Simon: How many cars (did you sell / have you sold) _____ ?

Hugo : Well, none yet. Up to now (I learn / I've been learning) _____ about the job. (I think / I'm thinking) _____ I'm going to like it.

Simon: (You had / You were having) _____ a sport car when you were at college, (I remember / I'm remembering) _____.

Hugo : Yes, and I've still got it. (I had / I've had) _____ it for years. (I love / I'm loving) _____ sports cars.

15.**Future Simple Tense****Tense form**

Affirmative	Negative	Interrogative
I will / shall go	I will / shall not go	I won't go
He will go	He will not go	He won't go
She will go	She will not go	She won't go
It will go	It will not go	It won't go
We will/shall go	We will/shall not go	We won't go
You will go	You will not go	You won't go
They will go	They will not go	They won't go

Usage of tense

1. Future Simple Tense diễn tả một hành động sẽ xảy ra trong tương lai không theo kế hoạch hay ý định.

I'm sure you will enjoy the show.

The cost will be more than \$100.

2. Future Simple Tense diễn tả một ý định đột xuất.

The phone is ringing.

- *I will answer it.*

I have a terrible headache.

- *Have you? Wait there and I will get an aspirin for you.*

3. Future Simple Tense diễn tả một điều tiên đoán.

The world will end in the year 2050.

You'll be late if you don't hurry.

4. Future Simple Tense diễn tả một lời hứa (chỉ dùng với ngôi thứ nhất).

I will return the book on time.

I 'll love you forever.

Lưu ý:

- Will and Shall được dùng cho ngôi thứ nhất (I và We).
- Trong khẳng định (affirmative) có nghĩa giống nhau:
I / We will = I / We shall

- Trong nghi vấn (interrogative) có ý nghĩa khác nhau:
 - o ‘Will I / we ?’ diễn tả câu hỏi bình thường về tương lai.
When will we arrive in Chicago ?
 - o ‘Shall I / we ?’ diễn tả lời đề nghị hay ban ơn.
It's a lovely day. Shall we go for a walk ?
Shall I get a taxi for you ?

BÀI TẬP

15.1. will hay won't.

Dùng ghi chú viết lời tiên đoán thế giới 50 năm sau.

Vd. there - be twice as many people There will be twice as many people

1. the world - have - one government _____
2. there - not be - any wars _____
3. computers - decide - our future _____
4. everyone - have - a personal robot _____
5. there - not be - any oil left _____
6. people - travel - to other planets _____

15.2. will I ? hay shall I ?

Đọc tình huống rồi viết một câu với **will I?** hay **shall I?**

1. It's very hot in the room. The window is shut.

_____ ?

2. You're on the way to Springfield. Ask your friend about the time of arrival.

_____ ?

3. You're going out. It's possible that it will rain and you're not sure whether to take an umbrella or not. Ask your friend for advice.

_____ ?

4. Your friend wants you to phone him / her later. You don't know what time to phone. Ask him / her.

_____ ?

5. You lost your job at your home town last year and you haven't been able to find another job. Ask your friend if you can find a job in San Jose.

_____ ?

16.**Future Time****4 cách diễn tả future time:**

1. **Dùng Present Continuous:** Diễn tả future time theo kế hoạch hay ý định.

*Are you **doing** anything this evening ?*

- Yes, I'm **seeing** the soccer game. I bought my ticket yesterday.

2. **Dùng Present Simple:** Diễn tả future time theo thời khóa biểu (Schedule).

*What time does your train **leave** tomorrow ?*

- Eight fifteen. And it **arrives** in New York at twelve thirty.

3. **Dùng Future Simple:** Diễn tả future time:

- Không theo kế hoạch hay ý định.

*It **will** be wonderful to travel around the world.*

- Ý định đột xuất.

*It's cold. I **will** shut the window.*

- Tiên đoán những gì mình nghĩ.

*One day people **will** travel to Mars.*

4. **Dùng 'going to' future:** Diễn tả future time:

- Theo kế hoạch hay ý định nhưng ít chắc chắn hơn dùng Present Continuous.

*My son **is going** to be a doctor.*

- Tiên đoán những gì mình đang nhìn thấy (Tương lai gần)

*There **isn't** a cloud in the sky. It's **going to** be a lovely day.*

*The jockey can't stay on the horse. He's **going** to fall, look!*

Lưu ý: Dùng Present Simple cho mệnh đề diễn tả future time sau **when**, **as**, **while**, **before**, **after**, **as soon as**, và **until**.

*We'll have coffee **when** the visitors get here.*

*I must get to the bank **before** it closes.*

BÀI TẬP

16.1. Future time.

Những người này nói gì? Đặc biệt lưu ý đến những từ gạch dưới.

Vd. Maria is predicting a win for Brazil in their next match.

Maria: Brazil will win their next match.

1. Bob intends to get up early tomorrow.

Bob: _____

2. Steve's train timetable says 'Arrival 10:30'.

Steve: The train _____

3. Louis has arranged to see her bank manager tomorrow.

Louis: _____

4. Dan will leave in the very near future.

Dan: _____

5. Sarah's next visit to her aunt is on Sunday, the day she usually visits her.

Sarah: _____

16.2. Future time.

Làm hoàn chỉnh bài đàm thoại. Nhìn ngữ cảnh để chọn dạng thức hay nhất của động từ biểu thị tương lai.

A: Hello. Where are you going?

B: To my evening class. I'm learning French. And I (speak) _____ it for real this time next week. I (go) _____ to France for three weeks. I (leave) _____ on Friday evening. I (visit) _____ friends there.

A: Oh, that (be) _____ nice.

B: Oh, it's nearly half past. My lesson (start) _____ in a minute.

A: Well, have a good time. I (see) _____ you next month.

B: Thanks. I (tell) _____ you about it when I (get) _____ back.

16.3. be going to

Thêm một câu. Dùng động từ trong ngoặc.

Vd. (wash) Martin's sweater is dirty. He's going to wash it.

1. (read) Mike has just bought a magazine. _____

2. (fry) I've decided to eat these eggs. _____

3. (sell) Mary doesn't need the sofa. _____

4. (correct) My work has several mistakes in it. _____

5. (accept) Someone has offered Carol a job. _____

16.4. be going to.

Làm hoàn chỉnh bài đàm thoại. Dùng **be going to** với động từ trong ngoặc

Julia: Oh, you've got the lawn-mower. Good. It's time you cut the grass.

Paul: I (not cut) 'm not going to cut it now. I (take) _____ the mower round to Steve's house. He (borrow) _____ it for a couple of days. His mower has broken down.

Julia: (he mow) _____ his lawn today?

Paul: I don't know. I expect so.

Julia: I just hope it (not rain) _____.

16.5 Dùng 'be going to' trong quá khứ

Làm hoàn chỉnh những câu. Dùng **was/were going to** và những động từ này: **drive, get, go, pick, see**.

Vd. The train left just as Harold was going to get on it.

1. The shop closed just as I _____ in it.
2. The phone stopped ringing just as I _____ it up.
3. We went to the cinema, where we _____ a film about the Mafia, but it was so popular we couldn't get in.
4. Bob had trouble parking. A car took the last place in the car park just when he _____ into it.

16.6. be going to hay will.

Làm hoàn chỉnh câu trả lời. Dùng **be going to** hay **will** với động từ trong ngoặc.

Vd. Oh, you've got a ticket for the play. ~ Yes, I (see) am going to see _____ it on Friday.

- Vd. The phone is ringing. ~ OK, I (answer) will answer _____ it.
1. Did you buy this book. ~ No, Nancy did. She (read) _____ it on holiday.
 2. Tea or coffee? ~ I (have) _____ coffee, please.
 3. I'm going to miss this film on TV because I'll be out tonight. ~ Well, I (record) _____ it on the video, then.
 4. I'm just going to the newsagent's for a paper. ~ What newspaper (you buy) _____ ?
 5. Can you meet me at seven? ~ I might be a bit late. ~ That's all right. I (wait) _____ for you.
 6. Why are you turning on the television? ~ I (watch) _____ the news.
 7. I've decided to re-paint this room ~ Oh, have you? What color (you paint) _____ it?

8. Look! There's smoke coming out of that house. It's on fire! ~ Oh my God!
I (call) _____ the fire brigade.
9. Where are you going? Are you going shopping? ~ Yes, i (buy)
_____ something for dinner.
10. Has Paul decided on what to do when he leaves school? ~ Everything is
planned. He (have) _____ a holiday for a few weeks
and then he (start) _____ a world wide web
course.
11. Did you post that letter for me? ~ Oh, I'm sorry. I completely forgot. I (do)
_____ it now.
12. The ceiling in this room doesn't look very safe, does it? ~ No, it looks as if
it (fall) _____ down.

16.7. **be going to** hay **will**.

Làm hoàn chỉnh bài đàm thoại. Dùng **be going to** hay **will** cho phù hợp với ngữ cảnh nhất.

Anita : What about your plans, Carlo? (you return) _____
home after the exams.

Carlo : I expect I (go) _____ back home at some time in the
future, but first I (spend) _____ six
months in the USA.

Anita : Oh, that (be) _____ interesting.

Carlo : I've fixed up a job. I (work) _____ for a
chemical company in California. I'm looking forward to it. I'm sure it
(be) _____ good experience.

Anita : I don't know what I (do) _____. At the moment
I'm trying to revise for the exams. But I don't know enough. I (fail)
_____.

Carlo : I'm sure you (not fail) _____.

16.8. Future time theo kế hoạch với present continuous.

Đọc tình huống và đặt câu với thì **present continuous**. Dùng động từ trong ngoặc.

Vd. Louise has accepted an invitation to Dave's party next week. (go)

She's going to Dave's party next week.

1. Elaine has agreed to be in the office on Saturday. (work)

2. Karen has just bought her plane ticket to Acapulco. (fly)

3. Tim and Mike have booked a badminton court for tomorrow afternoon. (play)

4. All the arrangements have been made for Princess Diana to spend a day at the New World Fun Park on June 10th. (visit)

16.9. Future time theo thời khóa biểu với present simple.

Đây là chương trình hôm nay của một nhóm du lịch trọn gói Anh Quốc. Miêu tả ngày của họ. Dùng những động từ này: **arrive, do, have, leave, take**.

Vd. 9.30 am Bus to Stratford _____ At half past nine they take a bus to Stratford.

1. 12.30 pm : Arrival in Stratford _____
2. 1.00 pm : Lunch _____
3. 2.00 pm : Tour of the town _____
4. 5.30 pm : Departure _____

16.10. Present simple sau *when, before, ...*

Làm hoàn chỉnh bài đàm thoại. Dùng **will** hay Present Simple với động từ trong ngoặc.

A: What about my money?

B: I (send) _____ the check to you as soon as I (have) _____ it.

A: Why can't you write me a check now?

B: The manager writes the checks. He's away until Tuesday. I can't do anything until he (get) _____ back. When he (come) _____ in on Tuesday morning, I (remind) _____ him about it. I (make) _____ sure that he (know) _____

you want the money immediately. If I (post) _____ the check first class, you (receive) _____ it on Wednesday.

17. Future Continuous Tense

Tense form

- Formation:

will + be + present participle of the principal verb
(-ing form)

I will be coming.

I'll be coming.

He will be coming.

He'll be coming.

You will be coming.

You'll be coming.

Usage of tense

Future Continuous Tense diễn tả một hành động đang tiếp diễn tại một thời điểm trong tương lai.

What will you be doing at 7:00 pm ?

I'll probably be eating dinner.

At this time next year, he hopes that he'll be earning more money.

I'll be pursuing the doctor degree program at Harvard University by this time next year.

BÀI TẬP

17.1. Future continuous.

Dùng chú thích đặt câu với thì Future Continuous.

A gang of criminals have a plan to steal millions of dollars from the Boston bank and leave the country. They're talking about what they will be doing a week from now, after the robbery.

- | | |
|------------------------------|----------------------------------|
| Vd. we - live - in luxury | <u>We'll be living in luxury</u> |
| 1. we - relax - at our villa | _____ |
| 2. I - sit - by the pool | _____ |
| 3. the sun - shine | _____ |
| 4. we - enjoy - ourselves | _____ |
| 5. the police - look for us | _____ |

17.2. Future continuous.

Bạn muốn yêu cầu một người bạn của mình làm một điều gì đó cho mình hay để cho mình làm một điều gì đó. Hãy đặt một câu để làm vừa lòng bạn mình. Dùng động từ trong ngoặc.

Vd. You want to have a look at your friend's magazine tonight. (read)

Will you be reading your magazine tonight?

1. You want your friend to send a note to Emma for you soon. (write to)

Will you be _____

2. You want your friend to take your library book back today. (go to)

3. You want to use your friend's calculator this afternoon. (use)

4. You want your friend to give a photo to Henry tomorrow. (see)

5. You want your friend to video the late-night film. (watch)

6. You want your friend to give a massage to her sister. (phone)

18.**Future Perfect Tense****Tense form**– **Formation:**will + have + past participle of the principal verb
(-en form)*I will have lived.**I'll have lived.**He will have lived.**He'll have lived.**You will have lived.**You'll have lived.***Usage of tense**

Future Perfect Tense diễn tả một hành động sẽ hiện hữu hay xảy ra trước một hành động khác hay trước một thời điểm trong tương lai.

We will have finished the practice by 5:00, why don't you come to the theater at 4:30.

That will be too late, because we will have gone by then.

This book isn't very long. I'll have read it by lunch time.

BÀI TẬP**18.1. Future perfect.**

Làm hoàn chỉnh những câu. Dùng động từ thì future perfect.

1. I (finished) _____ this work before you go away.
2. By this time next week you (take) _____ your examination.
3. The birds (fly) _____ away before winter comes.
4. We hope it (stop) _____ raining before we have to go.
5. He (finish) _____ the building of the house before summer.

18.2. Future perfect.

Oswald is at art school. He wants to be a successful artist. He's reading about the famous Richard Plummer.

Richard Plummer was a great artist. He won lots of prizes before he was twenty. By the age of twenty-five he had had his own exhibition. He had been the subject of a TV program before he was thirty. By the age of thirty-five he

five he had become world-famous. He made millions of pounds from his pictures before he was forty.

What does Oswald think?

- Vd. I hope I'll have won lots of prizes when I'm twenty.
1. I hope _____ my own exhibition by the age of twenty-five.
 2. I hope _____ before I'm thirty.
 3. I hope _____ by the age of thirty-five.
 4. I hope _____

18.3. Future perfect hay future continuous.

Làm hoàn chỉnh đoạn văn. Dùng động từ thì Future Perfect hay Future Continuous.

The Olympic Games will be held in our country in four years' time. As a great many people (visit) _____ the country, the government (build) _____ new hotels, an immense stadium, and a fine new swimming pool. They also (build) _____ new roads and a special railway-line. The Games will be held just outside the capital and the whole area will be called 'Olympic City'. Workers (complete) _____ the new roads by the end of this year. By the end of next year, they (finish) _____ work on the new stadium. The fine modern buildings have been designed by Kurt Gunter. Everybody (watch) _____ anxiously as the new buildings go up. We are all very excited and are looking forward to the Olympic Games because they have never been held before in this country.

18.4. Future.

Chọn dạng thức đúng của động từ.

1. How's your flat? ~ Well, the rent is very expensive. (I'll move / I'm going to move) _____ to new place. I decided last week.
2. I can cycle home. ~ Have you got lights? (It's be / it'll have been) _____, don't forget.
3. I'd like a photo of Adrian and me. ~ Well, (I'll take / I'm going to take) _____ one with your camera then.
4. Have you booked a holiday? ~ Yes, (we go / we're going) _____ to Spain.
5. Look at that car! (It'll crash! / It's going to crash!) _____
6. Can I borrow your bike on Monday, please? ~ Oh, I'm afraid (I'll be using / I'll have used) _____ it. I always cycle to work.

19. Future Perfect continuous Tense

Tense form

- Formation:

Will + have + been + present participle of the principal verb
(-ing form)

I will have been living.

I'll have been living.

He will have been living.

He'll have been living

You will have been living.

You'll have been living.

Usage of tense

Future Perfect Continuous Tense được dùng giống như Future Perfect Tense. Nhưng nhấn mạnh bản chất tiếp diễn của hành động.

He will have been studying for four months by the times he takes his examinations.

BÀI TẬP

19.1 Future perfect continuous hay future continuous.

Đọc đoạn văn và gạch dưới tất cả những động từ diễn tả cái gì *will be happening* và cái gì *will have been happening*.

I have just received a letter from my old school informing me that my former headmaster, Mr. Reginald Page, *will be retiring* next week. Pupils of the school, old and new, *will be sending* him a present to mark the occasion. All those who have contributed towards the gift *will sign* their names in a large album which *will be sent* to the headmaster's home. We shall all remember Mr. Page for his patience and understanding and for the kindly encouragement he gave us when we went so unwillingly to school. A great many former pupils *will be attending* a farewell dinner in his honor next Thursday. It is a curious coincidence that the day before his retirement, Mr. Page *will have been teaching* for a total of forty years. After he has retired, he *will devote* himself to gardening. For him, this *will be* an entirely new hobby. But this does not matter, for, as he has often remarked, one is never too old to learn.

20.**Voices****3 cách phát biểu**

1. **Active:** Subject là tác nhân hành động.

I clean my motorbike every week.

Jack cleans my motorbike every week.

2. **Passive:** Subject là đối tượng nhận hành động.

My motorbike is cleaned every week.

3. **Causative:** Subject không phải là tác nhân hành động mà là gây nên hành động (Khiến ai đó thực hiện công việc).

I have my motorbike cleaned every week.

Active và Passive:

- Active:

Columbus discovered America.

We hold the seminar here.

- Passive:

America was discovered by Columbus.

Classes are held here.

Nhận xét:

- Direct object trong câu active trở thành subject trong câu passive.

- Thường thì subject trong câu active được giữ lại trong câu passive.

- Đôi khi subject không được giữ lại.

The seminar is held here.

- Indirect object trong câu active cũng có thể trở thành subject trong câu passive.

He gave the girl a rose. (active)

The girl was given a rose. (passive)

- Chỉ transitive verbs mới được dùng passive.

Causative

Dùng những causative verbs gồm: **make, get, have, let, và help** để **buộc, khiến, nhờ, cho phép, và giúp** ai đó làm công việc.

21.**Passive****Dạng thức động từ trong Passive (Thụ động)**

– Formation:

be (tương thích với tense) + past participle of the principal verb
(-en form)

TENSES	ACTIVE	PASSIVE
Present simple	I wash the car	The car is washed
Present continuous	I am washing the car	The car is being washed
Present perfect	I have washed the car	The car has been washed
Past simple	I washed the car	The car was washed
Past continuous	I was washing the car	The car was being washed
Past perfect	I had washed the car	The car had been washed
Future	I will wash the car	The car will be washed
'going to'	I am going to wash the car	The car is going to be washed
modals	I should wash the car	The car should be washed

Lưu ý: Không dùng passive đối với dạng continuous của các thì: present perfect, past perfect, future, và future perfect.

Những tình huống dùng Passive

- Nhấn mạnh đối tượng nhận hành động.

The man was hit by a speeding car. (nhấn mạnh *the man*)

- Tác nhân hành động không quan trọng, không cung cấp thông tin mới; hoặc khó xác nhận tác nhân hành động.

Harvard University was founded in 1636.

The money was stolen.

Henry was wounded in the war.

- Trong báo cáo, tường trình mà ta không biết ai thực hiện. Dùng những mẫu sau:

- It + PASSIVE verb + noun clause

(It is said the bridge is unsafe.)

Những verbs dùng trong mẫu này gồm: **say** (nói), **report** (tường trình, báo cáo), **mention** (đề cập), **announce** (thông báo), **think** (nghĩ, cho rằng), **believe** (tin), **understand** (hiểu), **agree** (đồng ý), **decide** (quyết định), **know** (biết), **find** (tìm thấy), **expect** (mong), **hope** (hi vọng), **regret** (tiếc), **fear** (e rằng), **intend** (định), **arrange** (thu xếp).

It is said that there is plenty of oil off our coast.

It is feared that many lives have been lost in the train crash.

It was reported that the President had suffered a heart attack.

It has been agreed that changes to the scheme are necessary.

- Subject / it + PASSIVE verb + to infinitive

(The bridge is said to be unsafe)

Những verbs dùng trong mẫu này gồm: **say**, **report**, **think**, **believe**, **understand**, **know**, **find**, **expect**, **intend**.

There are known to be thousands of different species of beetles.

The company is thought to be planning a new advertising campaign.

The president was reported to have suffered a heart attack.

It was agreed to support the idea.

Lưu ý: Đôi khi tác nhân hành động cũng được đề cập đến trong các mẫu trên.

It was reported by the BBC that Princess Diana had died in the crash.

The theory has been shown by scientists to be correct.

It was agreed by the committee to support the idea.

BÀI TẬP

21.1. Passive verb tenses.

Đặt một câu thụ động từ những từ trong ngoặc.

1. This is a popular television program.
(every week it / watch / by millions of people) _____
2. What happens to the cars produced in this factory?
- (most of them / export) _____

3. Was there any trouble at the demonstration?
- Yes. (about 20 people / arrest) _____
4. There is no longer military service in Britain.
- Really? (when / it / abolish?) _____
5. Did anyone call an ambulance to the scene of the accident?
- Yes. (but nobody / injure / so it / no need) _____
6. Last night someone broke into our house.
- Oh dear! (anything / take?) _____
7. A tree was lying across the road.
(it / blow / down in the storm) _____
8. . Dick didn't have his car yesterday.
(it / service / at the garage) _____
9. Where's my bicycle?
- It's gone! (it / steal!) _____
10. This room looks different.
(it / paint / since I was last here?) _____

21.2. Passive verb tenses.

Làm hoàn chỉnh đoạn văn. Dùng động từ thụ động với thì đúng.

The buiilding at the top of the High Street is Barford Hall. It (build) _____ in 1827 and today it (regard) _____ the finest Georgian building in the country. A number of changes (make) _____ since it was build, but the front of the buiilding (not change) _____. Today the Hall (own) _____ by Bardale Council, and for the last years it (use) _____ as a home for Barford Arts Center. At the moment a small art gallery (build) _____ behind the hall.

21.3. Modals

Một cuộc họp báo đang diễn ra. Dùng dạng thức đúng của động từ để diễn vào chỗ trống.

Vd. Reporter : Can this drug prolong human life?

Professor: Yes, we believe that human life can be prolonged _____ by the drug.

1. Reporter : Are you going to do any more on the drug?
Professor: Yes, further tests _____ .
2. Reporter : What _____ the drug _____ ?
Professor: It will be called Bio-Meg.
3. Reporter : Can people use the drug now?
Professor: No, the drug _____ yet.

4. Reporter : Who will produce the drug?
Professor: It _____ by the Bentrix drug company.
5. Reporter : Do you think they should sell it to anyone who wants it?
Professor: Yes, I think it _____ freely.
6. Reporter : And what quantity could Bentrix produce?
Professor: We believe the drug _____ in large quantities.

21.4. Active hay passive.

Bạn đang kể cho người bạn một vài thông tin. Dùng ghi chú và đặt câu trong thì Present Perfect, tác động (**has done**) hay thụ động (**has been done**).

Vd. (someone - repair - phone box)

You know the phone box at the end of the road? *It has been repaired*
(Trevor - leave - his wife)

Have you heard about Trevor? _____ *He has left his wife* _____

1. (someone - steal - Kate's new car)

You know about Kate's new car? It _____

2. (The Parkers - buy - a video camera)

You know the Parkers? They _____

3. (an ambulance - take - Mr. Deacon - hospital)

(Poor old Mr. Deacon. He _____)

4. (owner - sell - house)

You know the house on the corner? It _____

5. (picture - win - the competition)

You remember that picture Mark painted? _____

6. (company - sack - Caroline)

I feel sorry for Caroline. _____

7. (something - run over - cat)

Bad news about the cat next door. _____

21.5. Câu thụ động có hay không có by.

Đọc thông tin này về những gì xảy ra cho gia đình Watsons.

Someone broke into the Watsons' house at the weekend. The burglar took some jewelry. But he didn't do any damage. A young policewoman interviewed Mrs. Watson. The police found some fingerprints, and the police computer identified the burglar. The police have arrested a man and are questioning him.

Làm hoàn chỉnh những câu thụ động của bài đàm thoại. Dùng một phrase với **by** chỉ khi có thêm thông tin.

Mrs. Watson: Our house *was broken into at weekend.*

Mrs. Owen : Oh no!

Mrs. Watson: Some jewelry _____ . But no damage _____ .

Mrs. Owen : Did the police come and see you?

Mrs. Watson: Yes of course. I _____ .

Mrs. Owen : Do they know who the burglar was?

Mrs. Watson: Oh, yes. Some _____ , and the _____ . A man _____ .

Mrs. Owen : Oh, good. Well, I hope you get your jewelry back.

21.6. Câu thụ động hay tác động?

Viết một đoạn với những ghi chú bên phải. Vài câu là thụ động và vài câu là tác động. Dùng một phrase với **by** chỉ khi có thêm thông tin.

The First Motor Car

The first _____

1. an Austrian called Siegfried

But Marcus _____

Marcus - make - first motorcar

Commercial _____

2. but - Marcus - not produce - cars - for sale

Benz _____

3. a German called Carl Benz - start - commercial production people - now - see - Benz - as - the father of - the motor car

21.7. It is said ...

Bắt đầu những câu này với **it**

Vd. (say) It is said that elephants have good memories.

1. (expect) It is _____ that prices will rise again this month.

2. (report) It was _____ that the army was crossing the frontier.

3. (know) It is _____ that she is leaving at the end of the year.

4. (show) It has been _____ that the theory is correct.

5. (believe) It is _____ that a horseshoe brings good luck.

6. (think) It is _____ that our ancestors built this city.

7. (say) It has been _____ that the footballer Ronaldo earns \$1 million a year.

8. (fear) It is _____ that all passengers had died in the fire.

9. (think) It is _____ to be a lot of coal in the Antarctic.

10. (consider) It is _____ to be honest and reliable.

11. (say) It is _____ to be thousands of people waiting to renew their passport.

12. (suppose) It is _____ to be an expert in financial matters.
13. (report) It was _____ by the CNN that the army was crossing the frontier.
14. (show) It has been _____ by the engineer not to be able to build.
15. (think) It is _____ by students that the problem is fail.

21.8. He is said to ...

Đọc một câu rồi viết một câu khác có ý nghĩa giống nhau.

Vd. It is said that many people are homeless after the floods.

Many people _____ *are said to be homeless after the floods.*

1. It is believed that the wanted man is living in New York.

The wanted man _____

2. It has been expected that the home team will win easily.

The home team _____

3. It is expected that the government will lose election.

The government _____

4. It is thought that the prisoner escaped by climbing over the wall.

The prisoner _____

5. It is believed that the thieves got in through the kitchen window.

The thieves _____

6. It is alleged that he drove through the town at 90 miles an hour.

He _____

7. It is reported that two people were seriously injured in the accident.

Two people _____

8. It is said that three men were arrested after the explosion.

Three men _____

9. It has been reported that the newsreader Ann Slater is furious at losing her job.

The newsreader Ann Slater _____

10. It is believed that the Prime Minister and his wife are getting divorced.

The Prime Minister and his wife _____

22.**Causative****Các Verbs dùng như Causative**

- **MAKE:** Khiến ai làm điều gì với mức độ cao nhất.

Subject	MAKE	someone	bare infinitive	
<i>His mother</i>	<i>made</i>	<i>him</i>	<i>take</i>	<i>his medicine</i>

Subject	MAKE	something	bare infinitive
<i>I</i>	<i>made</i>	<i>the machine</i>	<i>work</i>

She made the baby take a nap.

Professor Rogers didn't make us type up our lab report.

Are you going to make your student work part time in the Graduate Library ?

I can't seem to make this dishwasher run.

Lưu ý: Dùng to-infinitive trong câu passive.

The baby was made to take a nap.

We wasn't made to type up our lab report by Professor Rogers.

- **GET:** Khiến ai làm điều gì với mức độ thấp hơn MAKE.

Subject	GET	someone	to-infinitive	
<i>Let's</i>	<i>get</i>	<i>Ralph</i>	<i>to go</i>	<i>with us</i>

Subject	GET	Something	Past participle
<i>Let's</i>	<i>get</i>	<i>our car</i>	<i>serviced</i>

I want to get the house painted before winter.

Let's get some of our money exchanged for dollars.

- **HAVE:** Khiến ai làm điều gì với mức độ thấp hơn GET.

Subject	HAVE	someone	bare infinitive	
<i>My teacher</i>	<i>had</i>	<i>us</i>	<i>give</i>	<i>oral reports</i>

Subject	HAVE	something	past participle
I	want to have	this book	renewed

They had their lawyer change their will.

I like the way you had the beautician do your hair.

Tom had a tooth filled yesterday.

Have you had your temperature taken yet ?

- **LET:** Cho phép ai làm điều gì.

Subject	LET	someone	bare infinitive	
His mother	let	him	go	to school

Subject	LET	Something	Bare infinitive	
I	am letting	this machine	cool	

Professor Baker let us write a paper instead of taking a final exam.

When I was learning to drive, my father let me use his car.

Would you let us borrow your notes ?

Don't let that bother you.

- **HELP:** Giúp ai làm điều gì.

Subject	HELP	someone	bare infinitive to-infinitive	
He	is helping	me	type	my paper
He	is helping	me	to type	my paper

Her husband always helps her do the laundry.

(= Her husband always helps her to do the laundry.)

This book should help you understand the lecture.

(= This book should help you to understand the lecture.)

BÀI TẬP

22.1. Dùng causative verbs.

Làm hoàn chỉnh các câu. Dùng dạng thức đúng của động từ.

1. My teacher helped me (get) _____ this job.
2. Larry is so good hearted, he lets people (take) _____ advantage of him
3. We are going to have our car (fix) _____ before we go to Toronto.
4. Most presidential candidates have their names (print) _____ on the ballot in the New Hampshire primary election.
5. Too much water makes plants (turn) _____ brown on the edges of their leaves.

22.2. Causative với have hay get.

Làm hoàn chỉnh các câu với Causative. Dùng dạng thức đúng của động từ.

- Vd. We (the house / paint) are having the house painted at the moment.
1. (you / your hair / cut) _____ last week?
 2. (you / your newspaper / deliver) _____ or do you go to the shop yourself to buy it?
 3. Can I see the holiday photographs you took?
- I'm afraid not. I (not / the film / develop) _____ yet.
 4. What's happened to my report?
- I (it / photocopy) _____ at the moment.
 5. Is it true that many years ago he (his portrait / paint) _____ by a famous artist?

22.3. Causative với have hay get.

Viết những câu với causative.

- Vd. Susan is at the optician's. He's going to test her eyes.

- Susan is going to have her eyes tested.
1. Peter went to the dentist. She filled his tooth.
Peter
 2. The actress went to the photographer's studio. He took her photo.
The actress
 3. Adrian is talking to the mechanic who has serviced his car.
Adrian
 4. Our window cleaner comes once a month.
Our window cleaner

5. The Watsons' dishwasher has broken down. The engineer is repairing it.
-

22.4. Causative với *have hay get*.

Hoàn chỉnh bài đàm thoại. Dùng Causative với mỗi động từ.

A: Oh, what's happening in here?

B: We're (decorate) _____ this room _____. We got tired of the old wallpaper, so we're (re-paper) _____ the walls _____. And when we've (do) _____ that _____, we're going to (lay) _____ a new carpet _____.

A: When did you (fit) _____ these shelves _____? Are they new?

B: Oh no. Those have been there a long time.

22.5. Causative với *have hay get*.

Hãy nói những gì đã xảy ra cho những người.

Vd. The tourists' luggage was searched in customs.

The tourists had their luggage searched in customs.

1. Angela's car was stolen from outside her house.

Angela _____

2. The family's electricity was cut off.

3. Old people's pensions have been increased by five per cent.

4. The patron has been met the need of information in reference desk.

5. I'd like to make them develop and print this film.

22.6. Active, Passive, hay Causative.

Làm hoàn chỉnh những câu. Dùng dạng thức đúng của động từ.

1. What are you doing? ~ I (clean) _____ the car.

2. Where's your car? ~ It (clean) _____ at the moment. I'll collect it in an hour.

3. I never find time to clean the car myself, so I (clean) _____.

4. Did you paint the room yourself? ~ No, I (paint) _____.

5. Can I use the photocopier (photocopy) _____ this book.

23.

Modals

Định nghĩa Modals

- Modals hay còn được gọi là *defective verbs* là loại động từ đặc biệt : dạng thức giống nhau trong các ngôi; không có –ing form; và không có –en form.
- **Modals** là auxiliary verbs và động từ sau modals ở dạng bare infinitive.
- Có 10 modals: **CAN, COULD, MAY, MIGHT, WILL, WOULD, SHALL, SHOULD, OUGHT TO, và MUST**.
- Động từ có một phần tính chất của modals là : **NEED, DARE, và USED TO**.
- Một Modal có ít nhất là hai nghĩa (chức năng). Chức năng chính và chức năng phụ. Chức năng chính của một modal là nghĩa đầu tiên được định nghĩa trong tự điển.

Chức năng của Modals

Chức năng chính

1. Ability (khả năng): CAN, COULD
2. Permission (cho phép): MAY, MIGHT
3. Prediction (tương lai): WILL, WOULD, SHALL
4. Advisability (khuyên): SHOULD, OUGHT TO
5. Necessity (cần thiết): MUST

Chức năng phụ

1. Certainty and possibility (chắc chắn và khả dĩ): MIGHT, MAY, COULD, CAN, SHOULD, OUGHT TO, WOULD, WILL, MUST
2. Asking permission (xin phép): MAY, COULD, CAN
3. Requests, suggestions, invitations (yêu cầu, đề nghị, mời): CAN - COULD, WILL - WOULD, và SHALL.

Past form của Modals

- Diễn tả modal trong quá khứ

Modal + have + past participle of the principal verb
(-en form)

Patricia could have stayed in New York

should

might

may

ought to

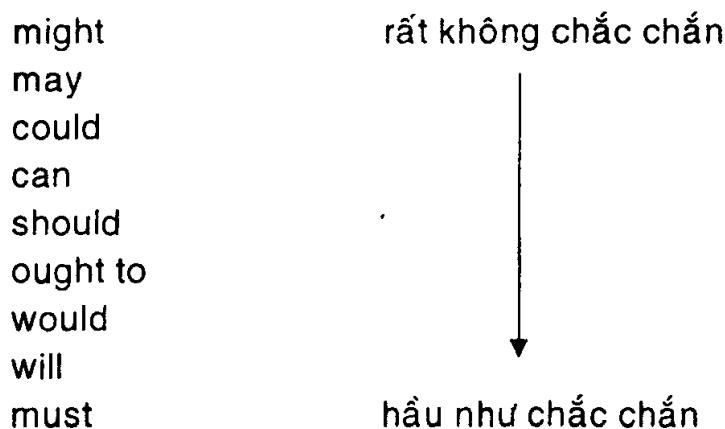
must

can't

- Nghĩa của mỗi câu phụ thuộc vào nghĩa của modal kết hợp với verb dạng perfect.

24.**Certainty and Possibility**

Chức năng phụ thứ nhất bao gồm 9 modals (không *shall*) diễn tả mức độ chắc chắn và không chắc chắn, được biểu diễn bằng sơ đồ sau:



- He might be at home.* (khả dĩ, nhưng không chắc chắn)
- He may be at home.* (chắc hơn might)
- He could be at home.* (bán tín bán nghi)
- He can be at home.* (chắc hơn could)
- He should be at home. I hear someone going up stair.* (đoán dò)
- He ought to be at home. I hear someone going up stair.* (chắc hơn should)
- He would be at home. I see someone like him at the window of his house.* (suy đoán)
- He will be at home. I see someone like him at the window of his house.* (chắc hơn would)
- He must be at home. I've just seen him entering the door.* (suy luận)
- He is at home.* (chắc chắn, nhưng không phải là modal)

Lưu ý:

- Must ≠ can't

The bill can't be so much. There must be some mistake.

The story must be a joke. It can't be true.
- Không dùng *should* và *ought to* với nghĩa không tốt.

The train should be on time.

Không nói: *The rain should be late.*

- Không thường dùng *may* và *might* trong câu hỏi.

Do you think you'll get the job ?

BÀI TẬP

24.1. Chắc chắn và không chắc chắn.

Đặt 'certain', 'almost certain', 'fairy certain', 'uncertain', and 'very uncertain' bên cạnh các câu.

1. The phone's ringing. It's Raymond. _____
2. There are lots of clouds. It **may** rain you know. _____
3. A car is parking outside our house. That **will** be the Bakers. _____
4. If he spent five years in the USA., he **must** speak English well. _____
5. If I have understood correctly, Tim **should** be my cousin. _____
6. If we're short of money. I **can** sell my jewelry. _____
7. She **can't** be very nice if no one likes her. _____
8. I'm afraid of heights. I **couldn't** climb onto a roof. _____
9. Don't give your grandmother these sweets. She **might not** like them. _____

10. They **ought to** have our letter by now. _____

24.2. mightn't hay couldn't.

Put **mightn't** or **couldn't**.

Vd. I mightn't have time to come out tonight. I've got one or two little jobs to do.

Vd. I couldn't be a taxi driver. I can't drive.

- 1 We're going to need lots of plates. We _____ have enough, you know.
2. Bruce _____ be in the office tomorrow. He thinks he's getting cold.
3. We _____ have a dog, living in a small flat like this.
4. How do you manage to work with all this noise going on? I _____ study in these condition.
5. There _____ be a drama festival this year. We don't know if anyone will be willing to organize it.
6. Ring me on Saturday. Don't ring me tomorrow because I _____ be in. I'm not sure what I'm doing.

24.3. must, can't hay might.

Làm hoàn chỉnh bài đàm thoại. Dùng **must**, **can't**, hay **might**.

- A: I'm going to do a parachute jump next week.
- B: You're going to jump out of an aeroplane! But you're seventy-three years old! You _____ be serious. You _____ be mad.
- A: It really _____ be wonderful looking down on everything. I've always wanted to try it.
- B: But anything could happen. You _____ be injured, or even killed. I wouldn't take the risk.
- A: Well, your life _____ be much fun if you never take risks. You ought to try it too. You never know - you _____ enjoy it.
- B: Enjoy it! You _____ be joking.

25.**Asking Permission**

Chức năng phụ thức hai bao gồm 3 modals luôn được dùng với dạng nghi vấn: **MAY**, **COULD**, và **CAN**.

- **May**: Trịnh trọng, nghiêm chỉnh.

May we come in ? – *Of course.*

- **Can**: Thoải mái.

Can I use your pen ? – *Sure.*

- **Could**: Lịch sự hơn **can**.

Could I borrow this calculator, please ? – *Well, I need it actually.*

Lưu ý: Để trả lời cho phép hay từ chối ta dùng **can** và **may** (không dùng **could**).

Could I borrow your umbrella ? – *Of course you can .*

– *No, you can't .*

BÀI TẬP**25.1 Asking permission.**

Yêu cầu hay xin phép như thế nào trong tình huống này. Dùng những động từ này: **borrow**, **have**, **join**, **look at**, **sit down**, **use**.

Vd. You are at a friend's flat. You want to make a phone call.

Can I use your phone?

1. You need a ruler. The student sitting next to you has got one.

2. You are in the manager's office. You want to discuss something with him, but you don't want to stand the whole time.

3. You have gone into a café. Three people who you know fairly well are sitting at the table. You go over to the table.

4. You had to go a lecture but you were ill. Your friend went to the lecture and took notes. Next day you are well again, and you see your friend.

5. You are in a post office. You want to buy some stamps of Valentine Day.

26. Requests, Suggestions, and Invitations

Chức năng phụ thứ ba bao gồm 5 modals luôn được dùng với dạng nghi vấn: **CAN – COULD, WILL – WOULD, và SHALL.**

Requests.

- **Can – Could:** Yêu cầu nhằm đến khả năng. Dùng *could* lịch sự hơn *can*.

Can / Could I see your ticket ? – *Certainly.*
- **Will – Would:** Yêu cầu nhằm đến sự sẵn lòng.

Will / Would you pass me the sugar ? – *Sure.*

 - *Would / Do you mind + ing form.*
 - Would you mind opening the door for me ?*
 - *Would you like + to infinitive.*
 - Would you like to lay the table for me ?*

Suggestions.

- **Shall:** Dùng với ngôi thứ nhất.

The room is so hot. Shall I open the window ?

It's a lovely day. Shall we go for a walk ?

Lưu ý: American English dùng **Should I ?** Thay cho **Shall I ?**

The room is so hot. Should I open the window ?

Invitations.

- **Would like + to infinitive** hay **will**

Would you like to have lunch with us ?

Will you come and see us again ?

Lưu ý:

- **I would like + to infinitive:** diễn tả mong muốn một cách lịch sự.

I would like to have a cup of coffee.

(= *Could I have a cup of coffee ?*)
- **I would rather + bare infinitive:** diễn tả mong muốn hơn.

I would rather have coffee than tea.

Would you rather eat now or later ?

BÀI TẬP

26.1. Yêu cầu.

Trong mỗi tình huống, đặt một lời yêu cầu. Dùng động từ trong ngoặc.

1. It is cold in the restaurant. Ask the waiter to shut the window. (could)

2. You are buying a coat and want a receipt. Ask the assistant for one. (can)

3. You need someone to help you. Ask a friend. (can)

4. You are carrying a tray. Ask someone to open the door for you. (would mind)

5. You are on a phone. You want to speak to the manager. (could)

26.2. Đề nghị.

Dùng **Shall I ... for you?** Và những động từ này: **buy, carry, open, post, repair.**

1. I haven't got enough money for this magazine. ~ _____
2. This chair is falling to pieces. ~ _____
3. I can't get the top off this bottle. ~ _____
4. These groceries are heavy. ~ _____
5. I've finished the letter. ~ _____

26.3. Yêu cầu, đề nghị, và mời.

Đặt vào **could, shall hay would.**

Gavin : This is a nice place. _____ we have our picnic here?

Louise: Yes, all right. _____ you all sit round here, please?

Gavin : Oh, I've forgotten the sausages. They're in the car.

Vicky : _____ I get them?

Gavin : Oh, thanks Vicky.

Darren: We _____ sit by those trees. It looks nicer over there.

Louise: No, it's fine here.

Mark : _____ you mind passing the sandwiches along, please?

Thanks. _____ you like a sandwich, Louise?

Louise: Oh, thank you.

Vicky : Here are the sausages. _____ anyone like one?

26.4. Yêu cầu, đề nghị, và mời.

Làm khớp một dòng trong cột A với một dòng trong cột B. Cuộc đàm thoại xảy ra ở đâu ?

- (A) 1. Could you fill it up, please?
2. How would you like it?
3. It's a present. Could you gift-wrap it?
4. Two lagers, please.
5. Could you tell me when to get off?
6. Could you tell me the code for Paris?
7. I'll give you lift if you like.
- (B) a. Yes, I'll take the price off as well.
b. Just one moment. I'll look it up.
c. Yes, I'll give you a shout.
d. Shall I check the oil, too?
e. Halves or pints?
f. Would you drop me near the station?
g. Could you have three tens and the rest in five?

27.**Ability**

Chức năng chính thứ nhất diễn tả khả năng gồm 2 modals: **CAN, COULD**. Các verbs tương đương gồm: *to be able to* và *to manage to*.

- **Can:** Khả năng tự nhiên trong hiện tại.

My son can play three musical instruments.

She cannot swim.

If I pass my exam, I can go to university next year.

- **Could:**

- Khả năng tự nhiên trong quá khứ.

He could swim when he was six.

I listened carefully but I couldn't hear anything.

- Quá khứ của *can* trong reported speech.

Tom said that he could help us.

- **To be able to:**

- Khả năng trong tình huống đặc biệt, cụ thể.

She knows all about computers. She is able to write programs.

Luckily I had my camera with me, so I was able to take some photos.

- Thay thế cho *can* và *could* trong những dạng thức *can* và *could* vắng mặt.

He hasn't been able to finished the practice report in time.

It'll be nice to be able to relax.

Being able to speak the language is a great advantage.

- Không dùng *be able to* để diễn tả state verbs.

I could see smoke on the horizon.

- **To manage to:** Khả năng với sự cố gắng, xoay xở.

Detectives managed to identify the murderer.

(= Detectives succeeded in identifying the murderer)

BÀI TẬP

27.1. can hay can't.

Hoàn chỉnh những câu này về những người già. Dùng **can** hay **can't** và những động từ này: **hear, look, read, see, walk**.

1. I'm afraid Mr. Groves is deaf. He _____ what you say.
2. Mrs. Lawrence has to wear glasses. She _____ very well.
3. Mr. Goddard likes books with large print. He _____ them more easily.
4. Mr. Hogg uses a wheelchair. He _____ very far.
5. Mrs. Bernstein is quite happy living alone. She _____ after herself.

27.2. be able to.

Đặt vào **be able to, to be able to, hay been able to**.

Sharon: Hello, Jackie. I'm sorry I haven't _____ come and see you before. How are you?

Jackie : Getting better, thanks. It'll be nice _____ go back to college next week. The trouble is, I've missed so much I won't _____ understand what we're doing in maths. I haven't _____ do any studying.

Sharon: Oh, you're good at maths. You'll _____ catch up.

27.3. Khả năng tự có hay khả năng trong tình huống đặc biệt.

Đặt vào **could hay was/were able to** với những động từ. Dùng phủ định nếu cần thiết.

' There was a fire at Oxford Circus Underground Station last night. It was awful. I was really afraid. I was walking along a corridor, and suddenly I (see) _____ smoke. It was everywhere. I (hear) _____ people screaming and shouting. I turned round, and luckily I (get) _____ away from the smoke. There was a loudspeaker announcement, but I (understand) _____ what it was saying. But fortunately I (find) _____ the way out of the station. No one was hurt, I found out later. The ticket collectors (help) _____ all the passengers to safety.'

27.4. Ability (khả năng).

Đặt vào **can/could, was/were able to, hay manage to** với những động từ. Dùng phủ định nếu cần thiết.

1. A good 1500-meter runner _____ run the race in under four minutes.
2. Bill is so unfit, he _____ run at all.
3. Our baby is only nine months and he _____ already stand up.
4. It took a long time, but in the end Tony _____ save enough money to buy his own hi-fi.
5. When I was younger, I _____ speak Russian much better than I _____ now.
6. Did you buy any fresh fish in the market? ~ No, I _____ get any.
7. He _____ draw or paint at all when he was a boy, but now he's famous artist.
8. _____ she speak German very well? ~ No, she _____ speak German at all.
9. We _____ understand that Emily preferred to be alone.
10. For days the rescuers looked for the lost climbers in the snow. On the fourth day they saw them and _____ reach them without too much trouble.

28.**Permission**

Chức năng chính thứ hai diễn tả sự cho phép gồm 2 modals : **MAY, MIGHT**. Các verbs tương đương gồm : *to be allowed to* và *can – could*.

- **May** : Được phép và không được phép trong hiện tại.
You may check mail on those computers.
Students may not bring their own food into the reading room.
- **Might**: Quá khứ của *may* trong reported speech.
The library clerk said that we might borrow five books.
- **Can / could**: Ngầm được phép.
You can wait in my office if you like. (hiện tại)
Years ago you could park your car anywhere. (quá khứ)
- **To be allowed to**: Dùng thay cho *may, might, can, could*.
Patrons aren't allowed to talk on the cellphone in the library.
Newspapers have not been allowed to report what is going on.
Will we be allowed to take books out of the reading room?.

Lưu ý:

- Có thể dùng **could** hay **was / were allowed to** đối với permission nói chung trong quá khứ.
I could always stay up late as a child.
Tuy nhiên không dùng **could** khi hành động thực sự xảy ra tại một thời điểm xác định trong quá khứ.
I was allowed to leave work early yesterday.
- So sánh May I ... ? với Am I allowed to ... ?
May I take a photo of you ?
(Asking for permission – Xin phép: ‘will you allow it ?’)
Are we allowed to take photos ?
(Asking about permission – Hỏi về chuyện phép tắc: ‘What is the rule ?’)

BÀI TẬP**28.1. may hay can.**

Viết lại những lời ghi chú. Bắt đầu mỗi câu bằng **You**.

Vd. Thank you for not smoking. You may not smoke

1. No camping or picnicking. _____
2. Campers welcome. _____
3. Do not lean out of the window. _____
4. Leave your litter here. _____
5. No stopping. _____
6. No ball games. _____

28.2. be allowed to.

Cung cấp thì đúng cho **be allowed to**.

1. The children _____ stay home from school yesterday because of the weather.
2. I _____ never _____ stay up late when I was very young.
3. She _____ only _____ go to parties in the last few months.
4. He _____ just _____ go home after three hours at the police station.
5. Since he was admitted to hospital, we (not) _____ visit him.

28.3. May I ... ? hay Am I allowed to... ?

Dùng **May I** hay **Am I allowed to**.

Vd. May I _____ use your typewriter?

Vd. Am I allowed to _____ smoke in a cinema?

1. _____ cross the road here?
2. _____ ask you a question?
3. _____ go in this park?
4. _____ take money out of England?
5. _____ read your paper?

29.**Advisability**

Chức năng chính thứ tư diễn tả sự khuyên nhủ gồm 2 modals: **SHOULD** và **OUGHT TO**. Các verbs tương đương gồm: *had better* và *to be supposed to*.

- **Should / Ought to:** Khuyên chung chung: Ought to nhấn mạnh hơn.
We should / ought to be courteous to our parents.
People shouldn't / oughtn't to tell lies.
- **Had better:** Khuyên trong một tình huống cụ thể.
It's cold. You had better wear a coat.
The teacher is waiting for us. We had better not be late.
- **Be supposed to:** Khuyên làm theo những điều quy định.
The patrons are supposed to obey the library regulations.
You're not supposed to walk on the grass.

BÀI TẬP**29.1. should hay ought to.**

Đặt vào **should**, **shouldn't**, **ought** hay **oughtn't**. (Tìm từ **to**)

- A: I _____ to do some work, but I'll just have a cigarette first.
B: Don't you know cigarettes are bad for you? You _____ smoke.
A: I know. I _____ to give it up. I _____ smoke,
but I can't help it. I try to forget about what it's doing to me.
B: There's an article about smoking in this magazine. You _____
read it. You really _____ to stop, you know. You _____
to put your health at risk.

29.2. had better.

Thêm một câu với **'d better**. Dùng những động từ này: **answer**, **find**, **mend**, **report**, **wash**, **return**.

- Vd. Carol's bike has got a puncture. _____ *She 'd better mend it* _____
1. Ben's sweaters are all dirty. He _____
2. Your phone is ringing. You _____
3. I've had these bills for weeks. _____
4. Laura thinks she's lost her passport. _____

5. The neighbors have had my cassette player for ages. _____

29.3. **be supposed to.**

Làm hoàn chỉnh những câu. Dùng **be(not) supposed to** và những động từ này: **leave, report, stand, take, watch**.

Vd. You shouldn't bring your bike inside the building. You 're supposed to leave it outside.

1. I've got these pills. I _____ two before a meal.
2. The film is not for children. Under sixteens _____ it.
3. Foreigners staying in that country _____ to the police every week.
4. In England people waiting for a bus _____ in a queue.

29.4. **should / ought to, had better hay be supposed to.**

Làm hoàn chỉnh bài đàm thoại. Dùng **should, ought to, had better or be supposed to**. Thường có hơn một câu trả lời.

A: What time (we be) _____ at the reception?

B: The invitation says seven o'clock.

A: Well, it's ten to seven now. We (hurry) _____.
We (not be) _____ late.

B: Oh, it won't matter if we're a bit late.

A: Well, I think it would be rude. We (arrive) _____ on time if we can.

B: You worry too much. You (not take) _____ everything so seriously. It doesn't mean exactly seven o'clock. We (not get) _____ there exactly on time.

30.**Necessity**

Chức năng chính thứ năm diễn tả sự cần thiết gồm modal : **MUST**. Động từ tương đương là: *have to*.

- **Must** và **have to**:

People must eat in order to live. (cần thiết hơn)

I have to go to the grocery.

I must go out at once. The room is burning. (khẩn cấp hơn)

I have to go out. I need some fresh atmosphere.

You must call him Clinton because that is the law. (khách quan)

You have to call him Bill because he likes it. (chủ quan).

- **Had to:** Diễn tả quá khứ của *must* và *have to*.

We had to return the library books then.

I had to pay a fine yesterday.

- **Mustn't:** Diễn tả điều cấm đoán.

You mustn't drive so fast, it is against the law.

- **Don't have to = Don't need to (Needn't):** Diễn tả điều không cần thiết.

You don't have to drive so fast, we have plenty of time to get there.

Lưu ý:

1. **Need** có một vài tính chất modal trong những trường hợp sau:

- Trong câu nghi vấn.

Need you work there ?

- Trong câu phủ định.

You needn't work there.

- Trong câu phủ định ngầm. (xác định dùng với adverb có nghĩa phủ định: **hardly, never, seldom, rarely, và scarcely**)

She need never know what you have just told me.

- Trong noun clause mà mệnh đề chính phủ định.

I don't think you need work there.

2. **Needn't** không thường được dùng bởi American English (AE).

You don't need to work there.

BÀI TẬP

30.1. have to.

Đặt dạng thức đúng của **have to**.

Vd. Vera has a bad leg. She has to go to hospital. ~ How long will she have to stay in there? ~ She doesn't know.

1. That door doesn't close properly. You _____ really slam it every time. ~ You'll _____ fix it, won't you?
2. I parked my car outside a shop, and while I was in the shop, the police took the car away. I've got it back now. But I _____ pay a lot of money. ~ How much _____ you _____ pay? ~ Over \$100.
3. You're always taking exams. _____ you really _____ take so many? ~ Yes, and I'll _____ take a lot more if I want a good job.
4. We're in a new house now. We've _____ move. The old house was too small. ~ Did it take a long time to find a house? ~ No, we found one very quickly. We _____ look very hard.
5. My brother is a milkman. He starts work at half past four. ~ What time _____ he _____ get up? ~ Half past three. He _____ be quiet because everyone else is asleep.

30.2. must hay have to?

Đặt một câu với **must**, **have to**, hay **has to**.

Vd. The sign says: 'Patrons must show their library cards.'

So patrons have to show their library cards.

Vd. Tracy has to be home by eleven.

Her parents said: 'You must be home by eleven.'

1. Jeremy has to get to work on time.

His boss told him:

2. The police said: 'You must keep your dog under control, Mr. Forbes.'

So Mr. Forbes

3. The pupils have to listen carefully.

The teacher says:

4. The new sign says: 'Visitors must report to the security offices.'

So now _____

30.3. must hay have to?

Đặt vào **must**, **have to**, hay **has to**. Chọn động từ phù hợp theo ngữ cảnh.

Vd. I have to go to the airport. I'm meeting someone.

1. You _____ lock the door when you go out. I don't want burglars in here!
2. Rex _____ go to the bank. He doesn't have any money.
3. I _____ stay late at the office tomorrow. We're very busy at the moment.
4. You really _____ make less noise. I'm trying to concentrate.
5. Louise really _____ hurry up. I don't want to be late.
6. I _____ put the heating on. I feel really cold.
7. I _____ buy a paper. My boss asked me to buy one for him.

30.4. must, mustn't hay needn't?

Đặt vào **must**, **mustn't** hay **needn't**.

1. Mother: You _____ take an umbrella. It isn't going to rain.
Son: Well, I don't know. It might do.
Mother: Well, look after it, please. You _____ lose it.
2. Mervyn: Come on. We _____ hurry. We _____ be late.
Isabel: It's only ten past. We _____ hurry. We've lots of time.
3. Sandra: I'll put these glasses in the dishwasher.
Natalie: No, you _____ put them in there. They might break. In fact, we _____ wash them at all. We didn't use them.
4. Secretary: I _____ forget to type this letter.
Boss: It _____ go in the post today because it's urgent. But the report isn't so important. You _____ type the report today.

30.5. don't have to.

Hai người già đang so sánh cuộc sống hiện nay và trong quá khứ. Làm hoàn chỉnh những câu, dùng **don't have to**, **doesn't have to** hay **didn't have to**.

Vd. There wasn't any television then. We had to make our own fun.

These days people don't have to make their own fun.

1. There's so much traffic now. You have to wait ages to cross the road. In those days you _____

2. When I was young, I had to work long hours. But children today _____
3. My brother had to work in a factory when he was twelve. But today a twelve-year-old child _____
4. There's so much crime today. People have to lock their doors now. In the old days we _____
5. In those days we had to wash our clothes by hand. Nowadays people _____

30.6. Nên hay phải

Giả sử rằng bạn đang ở tại quầy tiếp tân trong một khách sạn.

Người tiếp tân phát biểu nội quy trong cột A như thế nào?

Dùng **should**, **shouldn't**, **have to**, **mustn't** và làm khớp chúng với một dòng trong cột B.

Vd. You mustn't make any noise after 11.00 or you'll wake the other

- (A)
- _____ make any noise after 11.00
 - _____ give me your valuables
 - _____ settle your account tonight
 - _____ take a seat in the dining room early
 - _____ smoke in bed
 - _____ pay cash for drinks
 - _____ arrive back late
 - _____ have guests in your bedroom.
 - _____ produce a check card
 - _____ lock your room at night

- (B)
- if you're leaving before breakfast.
 - because it gets full very quickly.
 - because we've had a few thefts.
 - I'm afraid I can't put them on your bill.
or you'll wake the other guests.
and I'll put them in the safe.
 - They must be entertained in the lounge.
because you could cause a fire.
if you want to pay by check.
because the gate's locked at midnight.

31.

Perfect form of Modals

Modal + have + past participle of the principal verb
(-en form)

- **May have** và **Might have**: diễn tả sự việc có lẽ đã xảy ra trong quá khứ.

*He **may have lost** his way.*

(= Perhaps he has lost his way.)

*You **might have left** your keys at work.*

(= Perhaps you left them at work.)

*Tom **mightn't have heard** the news.*

*I **may not have put** everything away in the right place.*

- **Could have**: diễn tả sự việc có khả năng đã xảy ra trong quá khứ.

*Someone **could have taken** the keys from your bag.*

(= It is possible that someone took the keys from your bag.)

*Phil **couldn't have taken** a bus yesterday. There aren't any buses on Sundays.*

(= It is impossible that he took a bus yesterday.)

- **Must have** và **Can't have**: diễn tả sự việc chắc chắn và không chắc chắn đã xảy ra trong quá khứ.

*This glass **is cracked**. Someone **must have dropped** it.*

*I **can't have gone** to the wrong house. I checked the address.*

- **Should have** và **Ought to have**: diễn tả sự việc đáng lý ra nên thực hiện trong quá khứ.

*We **didn't play** very well. We **should have played** better.*

*I **ought to have left** a tip. Leaving a tip was the right thing to do, but I didn't leave one.*

- **Needn't have**: diễn tả sự việc đã thực hiện trong quá khứ mà nay ta biết là nó đã không cần thiết.

*We **needn't have gone** to the supermarket. I **had forgotten about** the chicken we already had in the fridge.*

Lưu ý: didn't need + to infinitive ≠ needn't have + past participle.

*We **didn't need to go** to the supermarket because we **had plenty of** food. (Sự việc đã không xảy ra)*

BÀI TẬP

31.1. **might have hay could have.**

Đồng ý với những gì người ta nói. Dùng **might have**, **mightn't have**, **could have** hay **couldn't have**. Đôi khi có nhiều hơn một câu trả lời.

Vd. Perhaps the missing girl has run away from home.

Yes, she **might have run away from home.**

Vd. The computer didn't make a mistake. That's impossible.

No, the computer **couldn't have made mistake.**

1. It's possible that Louise didn't receive our message.

No, she _____

2. I suppose it's possible the thief had a key.

Yes, he _____

3. You didn't press the wrong button. That's impossible.

No, I _____

4. Perhaps Phil has missed the train.

5. It's possible that the driver didn't see the warning sign.

31.2. **must have hay can't have.**

Đặt vào **must have** or **can't have** với past participle của những động từ.

Mike: I can't wind the film on this camera.

Robert: You (finish) _____ the film, then.

Mike: I (use) _____ a whole film. I've only taken four photos.

Robert: Well, you (put) _____ the film in correctly, then. You _____ it wrong. You'll have to take it out.

31.3. should (have) hay ought to (have).

Viết một câu với **should/ought to or should have/ought to have**.

Vd. Patty didn't lock her door when she went out.

She should have locked it.

Vd. Mr. Little smokes at meal times.

He oughtn't to smoke at meal times.

1. The picnickers left litter everywhere.

2. Sue didn't look before crossing the road.

3. Alan never says hello to people.

4. Mary was late for her job interview.

31.4. might / could / must have ...

Đặt vào **might have, should have, must have và can't have** với past participle của những động từ.

A: There's a parcel outside. The postman (leave) _____ it.

B: Well, he (leave) _____ it outside. Someone (take) _____ it. Why didn't he ring the bell?

A: He always rings. You (be) _____ out when he came.

B: I haven't been out. So he (ring) _____ the bell.

31.5. might / could / must have ...

Đặt vào **must have been, can't / couldn't have been, have to / had to (be), và didn't have to (be)** với past participle của những động từ.

Vd. He knows a lot about flying planes. He _____ must have been _____ a pilot when he was young.

1. Vera _____ at the supermarket this morning. I didn't see her there.

2. John _____ at the bank till 10, so he only arrived here five minutes ago.

3. When _____ (she) _____ at the hospital? ~ Early this morning.

4. Monica knew exactly what to do. I _____ tell her twice.

5. There are so many nice things for tea. I think you _____ expecting us.
6. There _____ an accident on South Street because the road is closed off.
7. You _____ waiting long. After all, I'm only five minutes late.
8. I left a message on your answer phone last night. You _____ out.
9. The fire alarm went and we _____ out of the building in two minutes.
10. Susan _____ at work till ten, so she ignored her alarm clock.

31.6. Remember me?

Đặt vào **am, can, can't, couldn't, have had to, haven't been able to, may, must, must be or must have.**

There was a knock at the door. I opened it and saw a stranger. 'Hello, Fred,' he cried. '_____ I come in?' 'How do you know my name?' I asked. 'We met ten years ago on a ferry-boat and you gave me your card.' 'you _____ mistaken,' I said. 'No, I _____ not,' the stranger said. He produced my card: Fred Ames. I _____ given it to him ten years ago, but I _____ remember it! 'I _____ remember you,' I said. 'We exchanged cards years ago,' the stranger said. 'You said, "You _____ come and stay with us for as long as you like any time you're in England." I'm sorry I _____ wait so many years before coming to visit you. I've been so busy, I _____, but here I am at last! Better late than never! I've just arrived on the ferry. My wife and children are in the car and we wonder if we _____ stay with you for a month.'

32.

Verbal

Định nghĩa

- 3 dạng dẫn xuất từ động từ gọi là verbal:
 - Infinitive
 - Gerund
 - Participle
- **Infinitive:** là dạng nguyên mẫu của động từ. Có hai loại infinitive là bare infinitive và to-infinitive.
 - **Bare infinitive** đứng sau **các modals** (**can, could, may,...**); **causative verbs** (**make, have, let, help**); **would rather, và had better**.

He can speak French.

They made these workers work hard.

I won't have students draw on the wall of this college.

I would rather drink beer.

You had better see the doctor.

Ngoài ra bare infinitive đi sau một object và những verbs: **feel** (cảm thấy), **hear** (nghe thấy), **listen to** (lắng nghe), **look at** (nhìn vào), **notice** (chú ý), **observe** (quan sát), **perceive** (nhận biết), **see** (nhìn thấy), **smell** (ngửi thấy, đoán hơi), **watch** (theo dõi) để chỉ một hành động đã hoàn thành.

I watched a pavement artist draw a portrait in crayons.

I saw her cross the road.

- **To-infinitive** có thể làm object và đứng sau các động từ: **agree** (đồng ý), **aim** (nhắm), **arrange** (sắp xếp) **appear** (tỏ ra), **ask** (yêu cầu), **attempt** (cố gắng), **beg** (van xin), **can't afford** (không đủ khả năng), **care** (quan tâm), **choose** (chọn), **claim** (đòi hỏi), **decide** (quyết định), **demand** (đòi hỏi), **deserve** (xứng đáng), **forget** (quên), **expect** (mong), **guarantee** (bảo đảm), **happen** (xảy ra), **hope** (hi vọng), **learn** (học tập), **mean** (ngụ ý), **offer** (cho), **omit** (bỏ qua), **plan** (có kế hoạch), **pretend** (giả vờ), **promise** (hứa), **prove** (chứng minh), **refuse** (từ chối), **remember** (nhớ, nhắc để nhớ), **require** (yêu cầu, đòi hỏi), **seek** (tìm

kiếm), **seem** (*đường như*), **swear** (*thề*), **tend** (*có khuynh hướng*), **train** (*huấn luyện*), **wish** (*ao ước*), **want** (*muốn*).

The committee agreed to pay half the cost.

She asked (us) to come.

They can't afford to build his house.

I have decided not to go.

- **Gerund:** là dạng –ing form của verb được dùng như noun. Có thể làm object và đứng sau các động từ: **admit** (*chấp nhận*), **appreciate** (*đánh giá cao*), **avoid** (*tránh*), **can't help** (*không thể tránh được*), **consider** (*xem xét*), **delay** (*làm trễ*), **deny** (*từ chối*), **detest** (*ghét*), **dislike** (*không thích*), **enjoy** (*thích thú*), **escape** (*trốn tránh*), **excuse** (*tha lỗi, bao che*), **fancy** (*tưởng tượng*), **finish** (*kết thúc*), **give up** (*bỏ cuộc*), **imagine** (*hình dung*), **involve** (*bao hàm*), **justify** (*bảo chữa*), **keep** (*giữ*), **mean** (*có nghĩa, ngũ ý*), **mention** (*đề cập*), **mind** (*làm phiền*), **miss** (*bỏ sót*), **postpone** (*định hoãn*), **practice** (*thực tập*), **prepare** (*sửa soạn*), **quit** (*bỏ, bỏ cuộc*), **remember** (*nhớ lại*), **resent** (*bực tức*), **resist** (*cưỡng lại*), **save** (*để dành*), **suggest** (*đề nghị*), **stop** (*ngưng*)

We are practicing running up hill.

I have avoided meeting her so far.

He suggested asking the employment office.

I detested him leaving school.

- **Participle:** được dùng như adjective. Có 2 dạng *present participle* và *past participle*.

- Present participle mang tính chất tác động.
- Past participle mang tính chất thụ động.

Verb	Present participle	Past participle
bore	boring	bored
excite	exciting	excited
interest	interesting	interested
surprise	surprising	surprised
tire	tiring	tired

This is the tiring work. (= The work is tiring us)

He is a tired boy. (= The boy is tired)

That is the surprising news.

We were surprised of that news.

That is a boring book.

I'm bored of reading that book.

Perfect forms và Passive forms

1. Perfect forms. Diễn tả quá khứ của verbal

HAVE + Past participle

- Infinitive: to have + past participle

I seem to have misplaced my key.

- Gerund: having + past participle

I'm sorry for having disturbed you.

- Participle: having + past participle

Having finished my shopping, I went home.

2. Passive forms. Diễn tả thụ động của verbal.

BE + Past participle

- Infinitive: to be + past participle

I would like to be asked for teaching English here.

- Gerund: being + past participle

I can't imagine his being elected president.

- Participle: being + past participle

Being tired, I went to bed early.

3. Perfect passive forms. Diễn tả thụ động quá khứ của verbal

HAVE BEEN + Past participle

- Infinitive: to have been + past participle

How was that table scratched ?

- *It must have been done* when it was being moved.
- **Gerund:** having been + past participle
That explains his having been fired from his job.
- **Participle:** having been + past participle
Having been caught in that situation before, he knew what to do.

BÀI TẬP

32.1. Verb + to-infinitive hay gerund?

Đặt động từ vào. Dùng to-infinitive hay gerund.

Elaine: Are we going to have a holiday this year?

Gary: I thought we'd decided (spend) _____ our holidays on a Spanish beach somewhere.

Paula: Oh, good. I enjoy (lie) _____ on the beach. I might manage (get) _____ a suntan.

Elaine: But I dislike (stay) _____ in one place all the time. I refuse (sit) _____ on the beach all day.

Martin: I don't mind (tour) _____ around in the car.

Elaine: You promised (go) _____ to Scandinavia with me. We could take a car.

Gary: I'm not going to drive. I do too much driving. I can't face (drive) _____ all holiday.

Martin: I wasn't planning (go) _____ abroad. I can't afford (spend) _____ too much money.

32.2. Verb + to-infinitive hay gerund?

Đặt động từ vào. Dùng to-infinitive hay gerund.

A: Where's your new hi-fi?

B: Oh, it went wrong. It kept (make) _____ a funny noise. I took it back to the shop.

A: Did you get your money back?

B: Well, first they offered (repair) _____ it, so I asked (see) _____ the manager. In the end she agreed (give) _____ me back the money.

A: And are you going to get another one?

B: I don't know. I want (think) _____ about it. I can't help (wonder) _____ if I really need a hi-fi after all.

And I can't afford (buy) _____ a very good one.

32.3. Verb + to-infinitive hay gerund?

Làm hoàn chỉnh những câu. Dùng to-infinitive hay gerund.

Vd. My sister went to college, and I hope _____ there too.

1. Will you apply for university? ~ Well, I'm considering _____.
2. Where would you like to work? In an office? ~ No, I don't fancy _____ indoors.
3. When are you starting your job? ~ Next month. I'm really looking forward to it. I can't wait _____.
4. I can operate the machine on my own now. It took a few days to learn _____ it properly.
5. How much will you earn? ~ I don't know. I want _____ more than I do now.
6. I shouldn't miss this opportunity of getting another qualification. If I don't take it now, I risk _____ my chance of promotion.

32.4. Passive hay active.

Chọn dạng thức đúng của participle.

1. The jewelry (taking / taken) _____ last night is now paid back to the owner.
2. Don't you find the result (surprising / surprised) _____ ?
3. Las Vegas is an (exciting / excited) _____ city.
4. The (barking / barked) _____ dog next door drives us crazy.
5. The peacefully (sleeping / slept) _____ baby is a joy to watch.
6. The film we saw last night was very (amusing / amused) _____. My children were certainly (interesting / interested) _____.

33.**Infinitive****Verb + object + to-infinitive**

- **Verb + object + to-infinitive** gồm những động từ: **advise** (khuyên), **encourage** (khuyến khích); **allow** (cho phép); **cause** (gây nên); **command** (ra lệnh); **order** (ra lệnh); **forbid** (cấm) ; **force** (bắt buộc); **invite** (mời); **remind** (nhắc nhở); **teach** (dạy); **tell** (nói); **warn** (cảnh báo).

He advises me to see a doctor.

The committee forced Mr. White to resign.

They always forbid us to go this way.

The robber ordered the customers to hand up.

- **Verb + object + to be** gồm những động từ: **believe** (tin); **consider** (coi như); **discover** (khám phá), **find** (tìm thấy); **imagine** (tưởng tượng); **know** (biết); **prove** (chứng tỏ); **suppose** (giả sử), **think** (nghĩ, cho rằng).

He believes that man to be guilty.

(= *He believes that man guilty.*)

I consider you to be good students.

(= *I consider you good students.*)

I found the job to be difficult.

(= *I found the job difficult.*)

I know him to be an honest man.

(= *I know him an honest man.*)

- **Verb + to-infinitive và verb + object + to-infinitive** gồm những động từ: **ask** (yêu cầu), **beg** (van xin); **expect** (mong); **want** (muốn); **wish** (ước); (**would**) **like** (thích), (**would**) **love** (yêu), (**would**) **hate** (ghét).

He asked to come.

He asked us to come.

The child begged to go.

The child begged me to go.

Tom wants everyone to go.

I don't want you to get the wrong idea.

I would like to listen to music. I would like you to listen carefully.

Question word + to-infinitive

- Những động từ có thể đứng trước question word: **know** (*biết*); **learn** (*học tập*), **find out** (*phát hiện*), **discover** (*khám phá*); **understand** (*hiểu*), **remember** (*nhớ*), **forget** (*quên*); **think** (*nghĩ, cho rằng*), **consider** (*coi như*), **discuss** (*bàn bạc, tranh luận*); **decide** (*quyết định*); **explain** (*giải thích*); **ask** (*yêu cầu*), **wonder** (*tự hỏi*), **want to know**.

*Have you **decided** when to have your party ?*

*We were **discussing** how much to pay the waiter.*

- Có thể dùng **sure** (*chắc rằng*), **clear** (*rõ*), **obvious** (*rõ ràng*), **have an idea** (*hiểu vấn đề*), và **make up your mind** (*nhất định*) trước question word.

*I wasn't **sure who to ask** for help.*

*Gary **had no idea how to operate** the machine.*

- Có thể dùng những động từ: **ask** (*yêu cầu*), **tell** (*nói*), **show** (*chỉ*), **teach** (*dạy*), và **advise** (*khuyên*) + object trước question word.

*The guide didn't **tell** the tourists **when to be back** at the coach.*

*Our teacher **showed us how to change** a wheel.*

- Có thể dùng một preposition trước question word.

*There's the problem **of how to transport** everyone to the airport.*

*Can you give me some advice **on where to apply** ?*

Lưu ý:

1. Không dùng why với pattern to-infinitive.

*No one could explain **why we needed to wait**.*

*KHÔNG DÙNG: No one could explain **why to wait**.*

2. Có thể dùng một noun sau what, which, whose, how many, và how much.

*They were discussing **what color** to paint the wall.*

*It's difficult to know **how much luggage** to take.*

Phát biểu mục đích với to-infinitive

- Dùng **in order + to-infinitive**.

*I must leave now **in order to get there on time**.*

*You have to study harder **in order to pass** the difficult exam.*

- Dùng **verb / adjective + for + object + to-infinitive**.

*We **arranged for someone to look after the house**.*

*Fiona **was longing for her parcel to arrive**.*

*It's **difficult for untrained people to find work**.*

*The bridge is not **safe for cars to use**.*

BÀI TẬP

33.1. Verb + object + to-infinitive.

Tưởng trình những gì đã được nói. Dùng động từ trong ngoặc.

Vd. Police to motorists: 'Take special care.'

(warn) _____ *The police warned motorists to take special care.*

1. Pupils to teacher: 'Could you explain, please?'

(ask) The pupils _____

2. Doctor to patient: 'You should stay in bed.'

(tell) _____

3. Kay to Joe: 'Don't forget to pay the bill.'

(remind) _____

4. Police to gunman: 'Come out with your hands up.'

(order) _____

33.2. Verb + object + to-infinitive.

Ghép hai câu thành một.

Vd. The lorry skidded. The icy road caused it.

The icy road _____ *caused the lorry to skid.*

1. Kelly can speak Italian. Her mother taught her.

Kelly's mother _____

2. The team lost. We'd all expected it.

We'd all _____

3. The hostages lay down. The kidnappers forced them.

The kidnappers _____

4. Bob's smile wasn't friendly. But he meant it to be.

Bob _____

33.3. to-infinitive.

Ghép hai câu thành một. Dùng to-infinitive.

Vd. I might win a prize. That would be nice.

It would be nice to win a prize.

1. I don't eat chocolate. I'm not allowed.

I'm not allowed _____

2. We're having a holiday. We've decided.

3. We might miss our train. That would be silly.

It _____

4. What can I eat? I must have something.

5. Susan is buying some stamps. She's gone to the post office.

33.4. Question word + to-infinitive.

Ghép hai câu thành một.

Vd. How do you open the window? Felix didn't know.

Felix didn't know how to open the window.

1. 'Who shall I invite to the party?' Natasha wondered.

Natasha _____

2. 'What shall I play next?' The pianist asked.

The pianist _____

3. Who should he choose for the team? The trainer hadn't decided

4. What should they expect in the exam? The students wanted to know.

33.5. Question word + to-infinitive.

Trả lời câu hỏi. Dùng question word + to-infinitive.

Vd Are you going to buy that sweater?

You: I'm not sure *where to buy it*

Vd How many seats do you think we ought to book?

You: I don't know *how many to book*

1. What number should we ring?

You: I don't know _____

2. Do you want to do the history course?

- You: I'm wondering _____
3. How much money should we give?
You: I have no idea _____
4. Do you intend to join the sports club?
You: I can't decide _____
5. Which path should we take?
You: It's difficult to know _____

33.6. Verb / Adjective + for.

Ghép hai câu thành một.

Vd. Everyone must play their part. It's important.

It's important for everyone to play their part. _____

1. Children shouldn't play with matches. It's dangerous.
It's dangerous _____
2. The taxi is coming at eight o'clock. Phil has arranged it.
Phil has _____
3. The party should begin soon. Tina is impatient.
Tina _____
4. People should know the truth. It's important.

34.**Infinitive and Gerund****Verb + object + gerund**

- Gồm những verbs: **detest** (ghét), **dislike** (không thích), **hate** (ghét), **resent** (bực tức); **excuse** (tha thứ), **forgive** (tha lỗi), **pardon** (tha thứ); **resist** (chịu đựng), **can't help** (không thể tránh được); **imagine** (hình dung); **mind** (làm phiền), **like** (thích), **love** (yêu); **mention** (đề cập); **understand** (hiểu); **miss** (bỏ sót).

I detested him leaving school.

She dislikes her husband smoking.

They resented me winning the prize.

She resisted me loving her daughter.

Please forgive me not coming to your birthday party.

Bare infinitive hay Gerund

- Những động từ: **feel** (cảm thấy), **hear** (nghe thấy), **listen to** (lắng nghe), **look at** (nhìn vào), **notice** (chú ý), **observe** (quan sát), **perceive** (nhận biết), **see** (nhìn thấy), **smell** (ngửi thấy, đoán hơi), **watch** (theo dõi) :
 - + **object + bare infinitive** diễn tả hành động đã hoàn thành.
 - I saw her cross the road this morning.*
 - + **object + gerund** diễn tả hành động đang tiếp diễn.
 - I saw her crossing the road when I was stopping at the traffic light.*

To-infinitive và Gerund

- Những động từ: **start** (khởi sự), **begin** (bắt đầu), **continue** (tiếp tục); **intend** (dự định), **propose** (đề xuất); **bother** (làm phiền); **like** (thích), **love** (yêu), **prefer** (thích hơn), **hate** (ghét) có thể được sau bởi **to-infinitive** hay **gerund** mà ý nghĩa không thay đổi.

People started to leave / started leaving the theater before the end of the play.

Do you intend to make / intend making a complaint ?

I love to watch / love watching the sunrise.

We always prefer to travel / prefer traveling by train.

- Những verbs sau đây có thể theo sau bởi **to-infinitive** hay **gerund** và ý nghĩa thay đổi.

TO-INFINITE

- Remember / forget** (nhớ, nhắc nhở)
I must remember to lock the door before I leave.
The clothes are still dirty because I forgot to switch on the machine.
- Try** (cố gắng thực hiện)
I'm trying to find Jonathan's phone number.
- Stop** (ngưng để thực hiện)
An old man walking along the road stopped to talk to us.
- Need** (phải thực hiện)
Sarah needs to get up early tomorrow. She's going to Orlando.
- Go on** (thực hiện một việc khác)
The teacher introduced herself and went on to explain about the course.
- Regret to say** (hối tiếc đã nói)
I regret to say I don't have much sympathy with you.
- Mean** (ngụ ý, ý muốn nói)
I meant to drop the glass. It wasn't an accident.

GERUND

- Remember / forget** (nhớ lại)
I clearly remember locking the door before I left.
I'll never forget flying over the Grand Canyon. It was wonderful.
- Try** (thử thực hiện)
Why don't you try ringing inquiries? They might have the number.
- Stop** (ngưng thực hiện)
There's too much noise. Can you all stop talking please?
- Need** (phải được thực hiện)
The grass needs cutting. It's got very long.
- Go on** (tiếp tục thực hiện)
The teacher told everyone to be quiet, but they just went on talking.
- Regret doing** (hối tiếc đã thực hiện)
I regret spending all that money. I've none left now.
- Mean** (nghĩa là)
Love means not ever having to say you're sorry.

- Một vài dạng thức **to-infinitive** hay **gerund** cần ghi nhớ:

TO-INFINITIVE

- Afraid to do** (e ngại)
He is afraid to climb the ladder.
Henry was afraid to wander too far from the hotel.
- Used to do** (từng làm trong quá khứ)
He used to smoke, but he gave it up.
I didn't use to have computers

VERB + TO-INFINITIVE

- Nhiều verbs theo pattern này:
(Trang 91)
I hope to see you soon.
The man claimed to be a tourist.

GERUND

- Afraid of doing** (sợ)
He is afraid of getting lost.
- Be used to doing** (quen)
He's used to living alone.
We aren't used to cooking.

VERB + TO + GERUND

- Vài verbs theo pattern này: **look forward to** (trông đợi), **confess to** (thú nhận), **face up to** (chấp nhận), **object to** (không thích), **admit to** (nhận vào).
I look forward to seeing you.
The man admitted to being a spy.

BÀI TẬP

34.1. Verb + object + gerund.

Làm hoàn chỉnh những câu. Dùng object + gerund.

Vd. I can't excuse her not answering our invitation

1. You must pardon _____
2. Would you mind _____ ?
3. Please forgive _____
4. I really miss _____
5. I hate _____

34.2. Hành động đã hoàn thành

Trả lời yes và dùng mẫu verb + object + bare infinitive.

Vd. Did Jill catch the ball? (see) ~ Yes, I saw her catch it

1. Did Richard lock the door? (hear) ~
2. Did Melissa take this photo? (watch) ~
3. Did Phil get on the train? (notice) ~
4. Did the rope break? (see) ~
5. Did your son understand the lesson? (know) ~

34.3. Hành động đang tiếp diễn.

Thêm một câu với can see, can hear, hay can smell. Dùng mẫu verb + object + gerund with these verbs: bark, burn, come, play, ring.

Vd. The postman will be here soon. I can see him coming.

1. There's a dog outside. ~
2. The footballers are in the park. ~
3. That's the phone. ~
4. You've forgotten your toast. ~

34.4. Hành động đã hoàn thành hay đang tiếp diễn.

Người ta đang bàn tán về một vụ nổ bom. Ghép hai câu thành một. Dùng bare infinitive hay gerund.

Vd. 'A man was running away. I noticed him.' I noticed a man running away.

Vd. 'The bomb exploded. I heard it.' I heard the bomb explode.

1. 'The building shook. I felt it.'
2. 'People were shouting. I heard them.'
3. 'An alarm was ringing. I could hear it.'
4. 'The police arrived. I saw them.'
5. 'I saw a woman. She was crying.'

34.5. Remember hay forget.

Làm hoàn chỉnh bài đàm thoại. Dùng động từ trong ngoặc với to-infinitive hay gerund.

Sophie: Did you remember (pick) _____ up those photos today?

Daniel: What photos?

Sophie: Oh, no. I can remember (mention) _____ it to you only this morning.

Daniel: I can't remember (agree) _____ to pick up

some photos.

Sophie: Well, don't forget (call) _____ in at the shop for them tomorrow.

Daniel: OK.

Sophie: Your memory is getting worse. Yesterday afternoon you went out and forgot (lock) _____ the door.

Daniel: I'm sure I didn't forget (lock) _____. I can clearly remember (lock) _____ for my keys. They were in my pocket.

Sophie: You ought to write notes to yourself to remind you.

Daniel: I would never remember (read) _____ them!

34.6. afraid.

Viết lại câu thứ hai dùng **afraid to** hay **afraid of**.

Vd. There was a large dog in the garden. Stella didn't want to open the gate.
She was afraid to open the gate.

Vd. I arrived at the airport in good time. I thought I might get stuck in a traffic jam.
I was afraid of getting stuck in a traffic jam.

1. The young woman took a taxi. She didn't want to walk home alone.
She _____
2. The policeman looked angry. Maria didn't want to argue with him.
She _____
3. Nick is keeping his shirt on. He thinks he might get too sunburnt.

4. I don't know anything about electricity. I don't want to touch these wires.

5. I didn't like to say my room was cold. I thought I might offend my hostess.

34.7. to-infinitive hay to + gerund.

Đặt vào dạng thức đúng của động từ.

Vd. Did you get to the concert on time? ~ Yes, I managed _____ to get there before it started.

Vd. Did you eat the last chocolate? ~ Sorry. I must admit _____ to being very fond of chocolate.

1. Are you enjoying yourself? ~ No, we wish it was time to go. We're looking forward _____ home.

2. Why do we have to stand in the queue? ~ Yes, I object _____ here in the freezing cold.
3. No one has seen Boris all week. ~ No, I expected _____ him at the club last night.
4. Has anyone paid the bill? ~ Well, Tim has offered _____ it.
5. Did you write to Louise or ring her up? ~ In the end I decided _____ her up.
6. I understand Anthony doesn't want to come on the treasure hunt. ~ That's right. He simply refused _____ with us.
7. The motor-cyclist almost hit that tree, didn't he? ~ Yes, he came very close _____ it.
8. Will you be going to the club tonight? ~ No, but I hope _____ next week.

35. Mood

Định nghĩa mood: 3 mood trong tiếng Anh là:

1. **Indicative mood:** diễn tả sự việc hoặc hỏi về sự việc.

I get up early in the morning.

Are you going to school ?

2. **Imperative mood:** diễn tả mệnh lệnh hay đề nghị.

Close your books and repeat after me !

Please don't be so late !

3. **Subjunctive mood:** diễn tả mong ước, điều kiện không có thật, và sự quan trọng.

I wish I lived in a quieter city.

If I were the teacher, I would give easier exams.

It is important that the data be verified.

Dạng thức subjunctive mood

1. To be.

PRESENT	PAST	PAST PERFECT
I be	I were / was (thông tục)	I had been
You be	You were	You had been
He be	He were / was (thông tục)	He had been
She be	She were / was (thông tục)	She had been
It be	It were /was (thông tục)	It had been
You be	You were	You had been
We be	We were	We had been
They be	They were	They had been

2. Ordinary verbs.

PRESENT	PAST	PAST PERFECT
I want	I wanted	I had wanted
You want	You wanted	You had wanted
He want	He wanted	He had wanted

She want	She wanted	She had wanted
It want	It wanted	It had wanted
We want	We wanted	We had wanted
You want	You wanted	You had wanted
They want	They wanted	They had wanted

Wishes – Mong ước

- Trong hiện tại và tương lai: Dùng **Past Simple** hoặc **Past Continuous**.

1. Một tình huống không hiện hữu nhưng ta mong hiện hữu.

I am not an actress but I wish I were.

We wish that we played soccer.

I wish I could speak Italian.

2. Một tình huống hiện hữu nhưng ta mong khác đi hoặc không hiện hữu.

She has freckles but she wishes she did not.

I wish there were no classes today.

They wish their children were not such poor students.

3. Một tình huống đang tiếp diễn nhưng ta mong thay đổi ngay hoặc trong một tương lai gần.

Don't you wish it would stop raining ?

I wish I could stop coughing.

I wish he could finish his speech in a hurry.

4. Một tình huống không thể hiện hữu ngay hay trong tương lai nhưng ta vẫn mong hiện hữu.

I wish he could go with us tonight, but he can't.

We wish you were coming with us, but we know you are busy.

I wish I could meet you tomorrow, but I'm going to be out of town.

5. Một tình huống chưa hiện hữu nhưng ta mong hiện hữu ngay hoặc trong một tương lai gần.

I wish you could take me out to dinner.

We wish he would marry the girl next door.

Don't you wish the waiter would hurry up and bring us our soup before it gets cold ?

- Trong quá khứ : Dùng **Past Perfect** hoặc **Past form** của Modals.

1. Một tình huống đã không hiện hữu nhưng ta mong hiện hữu.

She wishes he had sent a telegram.

He wishes he had taken your advice, but he didn't pay attention to you at that time.

They wish they could have been here for the alumni day.

2. Một tình huống đã hiện hữu nhưng ta mong không hiện hữu.

She wishes he hadn't bought that new computer.

We wish they hadn't sent us such an expensive present.

Tom wishes he hadn't wasted time when he was in college.

Conditions – Điều kiện : Điều kiện không thực, trái với sự thực, hay giả định.

- Trong hiện tại và tương lai: Dùng **Past Simple** hoặc **Past Continuous**.

If I were you, I would take his advise.

If you took a trip to Europe, which countries would you visit ?

If she were still waiting, she might be restless.

- Trong quá khứ : Dùng **Past Perfect** hoặc **Past form** của Modals.

If I had been there, I would have made several criticisms.

If the semester had ended a week earlier, I could have gone to New York with my Dad.

If I could have seen her, I would have been able to explain everything.

Lưu ý:

1. So sánh điều kiện có thật (open) và điều kiện không có thật (subjunctive).

OPEN

He will do the work if he has time.

What will you do if I give you a choice ?

If I am there, I will laugh at him.

SUBJUNCTIVE

He would do the work if he had time.

What would you do if I gave you a choice ?

If I were there, I would laugh at him.

2. Có thể dùng when, unless, và in case trong những mệnh đề điều kiện.

- Dùng **when** để nói về sự việc ta nghĩ là chắc sẽ xảy ra.

Tell me when the water boils.

When you hear some news, can you let me know immediately ?

- **Unless = If ... not**

I can't see unless I wear glasses.

I wouldn't ride a bike unless I had a helmet on.

- Dùng **in case** để nói về một sự việc bởi một sự việc khác có lẽ sẽ xảy ra sau đó.

I'll write down the address in case I forget it.

I took two photos in case one of them didn't come out.

Importance – Sự quan trọng:

- Dùng **Present Simple**. Các verbs được dùng trong trường hợp này gồm: **demand** (đòi hỏi), **ask** (yêu cầu), **recommend** (giới thiệu), **suggest** (đề nghị), **insist** (nài nỉ), **prefer** (thích hơn), **request** (yêu cầu), **require** (đòi hỏi), và **be necessary** (cần thiết), **be important** (quan trọng), **be urgent** (khẩn cấp), **be proposed** (giả sử)...

I demand that I be allowed to call my lawyer.

The doctor suggested that the patient stop smoking.

It is necessary that he take an examination.

It was urgent that she leave at once.

BÀI TẬP

35.1. wish... would.

Bạn nói gì về những tình huống như thế này?

Vd. to someone who never answers the phone.

I wish you would answer the phone.

Vd. to someone who makes rude remarks about me.

I wish you wouldn't make rude remarks about me.

1. to someone who won't hurry up.

I wish you would hurry up.

2. to someone who never does the washing-up.

3. to someone who isn't telling you the whole story.

4. to someone who blows cigarette smoke in your face.

5. to someone who won't tell you what he's thinking.

6. to someone who always leaves the door open.

7. to someone who won't leave you alone.

35.2. Mong ước trong hiện tại và tương lai.

Thêm một câu với **I wish**.

Vd. I can't solve my problems, but I wish I could solve them.

1. I can't sleep. _____
2. Why am I so tired? _____
3. I haven't got enough energy. _____
4. Life is so dull. _____
5. My studies aren't going well. _____
6. I can't concentrate. _____
7. I haven't got any friends. _____
8. You aren't polite to my friends. _____

35.3. Mong ước trong quá khứ.

Làm hoàn chỉnh những câu. Dùng **accepted, caught, found, kept, played, saved, stayed, succeeded, và won**.

Vd. I spent all the money. I wish now that I had saved it.

1. Unfortunately the plan failed. We all wish _____
2. Jerry left the party early. Fiona wishes _____
3. I missed the train. I wish _____
4. Helen refused the offer. But her parents wish _____
5. It's a pity we sold the table. I wish _____
6. I looked everywhere for the key. I wish _____
7. The team lost narrowly. Their fans wish _____
8. The injured player could only watch the match. He wishes _____

35.4. if hay when.

Làm hoàn chỉnh những câu. Dùng **if** hay **when** và động từ ở present tense.

Vd. I may see Danny tonight. If I see him, I'll tell him the news.

- Vd. Mark is coming soon. When he comes, can you let him in?
1. The alarm will ring soon. _____ we all have to leave the building.
 2. I might feel better tomorrow. _____ I'll probably go back to work.
 3. This program finishes at ten. _____ I'll stop the video.
 4. I'm taking a photo in a minute. _____ I want everyone to smile.

35.5. if hay unless.

Viết lại mệnh đề if dùng **unless**.

- Vd. You won't get there in time unless you hurry. (if you don't hurry)
1. Don't leave the TV on _____ (if you aren't watching it)
 2. We can't have a picnic _____ (If it isn't a nice day)
 3. We can't do the job _____ (if we don't get help)
 4. I won't wake up _____ (if I don't use an alarm clock)

35.6. if hay unless.

Đặt vào if hay **unless**.

- Vd. Mike will be pleased if _____ he passes his test.
- Vd. The bus won't stop unless _____ you ring the bell.
1. I can't read your letters _____ you type them.
 2. Ann will be upset _____ she doesn't get the job.
 3. You can't go into the theater _____ you've got a ticket.
 4. Don't bother to ring me _____ it's important.

35.7. in case.

Kết hợp mỗi cặp câu dùng **in case**.

- Vd. You'd better take a sweater. It might get cold.

You'd better take a sweater in case it gets cold.

1. We'd better book a table. The restaurant might be full.
2. You ought to insure your jewelry. It might get stolen.
3. I'll leave you phone number. You might want to contact me.
4. I'm watching this saucepan. The water might boil over.

35.8. Subjunctive conditional.

Phát biểu những tình huống sau đây dùng **if**.

Vd. John ate too much birthday cake, so he was sick.

If he hadn't eaten too much birthday cake, he wouldn't have been sick.

1. We came home from our holiday early because we ran out of money.
2. The house didn't burn down because the fire brigade came immediately.
3. The men were wearing protective clothing, so they were all quite safe.
4. She had an accident because she wasn't watching the road.
5. I was sweating because it was so hot.
6. My father didn't earn much money, so the life wasn't easy for us.

35.9. Subjunctive conditional.

Đặt dạng thức đúng của động từ. Dùng **could have (done)** và **might have (done)** trong mệnh đề chính.

1. If I (manage) _____ to repair my car, I (drive) _____ you to New Hampshire.
2. If I (know) _____ last week that she was ill, I (visit) _____ her.
3. If you (not want) _____ to drive straight home, we (miss) _____ all this traffic.
4. If you (ask) _____ politely, I (help) _____ you.
5. If the weather forecast (be) _____ we (stay) _____ at home.

35.10. Importance – Sự quan trọng.

Làm hoàn chỉnh những câu. Dùng từ trong ngoặc.

Vd. (suggested / not smoke) The doctor suggested that she not smoke.

Vd. (imperative / be) _____ It is imperative that you be on time.

Vd. (suggestion / get) She ignored the suggestion that she get more exercises.

1. (propose / be) I _____ that the vote _____ secret ballot.
2. (insisted / give) She _____ that they _____ her a receipt.
3. (requires / have) The law _____ that everyone _____ his car checked.
4. (important / speak) _____ that I _____ with Mr. Baker immediately.
5. (necessary / appear) _____ that your signature _____ on your identification card.
6. (recommendation / be) The _____ that we _____ evaluated was approved.

36.**Two-word Verbs**

Định nghĩa: Two-word verb là động từ có ít nhất là hai từ. Gồm prepositional verb và phrasal verb.

- **Prepositional Verb:** là verb + preposition.
- **Phrasal Verb:** là verb + adverb.

Prepositional verb

- Preposition luôn đứng trước object – không bao giờ tách khỏi verb.

I'm waiting for you.

The dog belongs to that woman.

- Một số verb có nhiều preposition khác nhau theo sau.

I'm looking at these photos.

I'm looking for my keys. I can't find them anywhere.

I'm looking after the children while their parents are out.

The police are looking into the matter.

- Một số prepositional verb thông dụng:

Yes, I agree with you.

Tina apologized for her rudeness.

Have you applied for the job ?

The patient asked for a glass of water.

Do you believe in God ?

I don't care about your problem.

Lots of people care for elder relatives. (= look after them)

I didn't care for the film. (= didn't like it)

Do you concentrate on your work ?

The United States consists of fifty states.

I'll deal with (OR see to) the matter.

We finally decided on a holiday in Spain.

Whether we have a picnic will depend on the weather.

No one laughed at the silly jokes.

I was listening to the radio.

Did you pay for the drinks ?

Do you suffer from headaches ?

- Không dùng preposition sau những verb: **enter, reach, approach, leave, request, demand, expect, control, answer.**
The teacher entered the classroom while the students were talking.
- **About** (đôi khi **of**) được dùng sau nhiều verb, chẳng hạn như: **speak, talk, hear, know, learn, think, ask, inquire, wonder, dream, protest, complain.**
Did you hear about the accident ? I've never heard of it.
 (Nhưng không dùng sau discuss)
We discussed the matter.
- **To** được dùng sau **talk, write, complain, apologize**; nhưng không dùng sau **phone**.
I'm talking to my sister. I'm phoning my sister.

Phrasal Verb

- **Verb + adverb**
 - **Adverb** có thể đứng trước hoặc sau object – có thể tách khỏi verb.
I'm writing down the number.
I'm writing the number down.
Put up your hands, please.
Put your hand up, please.
 - Phrasal verb có thể không đòi hỏi object theo sau.
The cat went out. The thief got away.
 - Adverb có thể không làm thay đổi nghĩa chính của verb – nghĩa của phrasal verb dựa vào nghĩa của adverb.
The man in front turned round and stared at me.
I left my umbrella behind.
 - Adverb có thể làm thay đổi nghĩa chính của verb – nghĩa của phrasal verb hoàn toàn khác.
Emma turns up half an hour late. (= arrived)
Why did you turn down such a good offer ? (= refuse)
The machine often breaks down. (= stops working)
I can't make out if it's a man or a woman over there.
 (= see clearly)
 - Đôi khi phrasal verb có cùng nghĩa với one-word verb.
go on = continue, **put off** = postpone, **come off** = succeed

leave out = omit, **give out** = distribute, **find out** = discover

mix up = confuse, **throw away** = discard.

- Object dài luôn được đặt sau adverb.

Why don't you try on that dress in the window ?

- Pronoun luôn được đặt trước adverb.

If you like the dress, why not try it on ?

- Nghĩa của adverb trong phrasal verb: Một adverb có thể có nhiều nghĩa khác nhau.

Up (= complete)

eat up these chocolates

tear up the paper

fill up with petrol

Up (= increasing)

prices are going up

put up taxes

Down (= completely to the ground)

knock down a house

cut down a tree

Down (= decreasing)

bring down inflation

turn the sound **down**

Down (= on paper)

write down the message

speak up so you can hear

Over (= from start to finish)

check your work over

think the problem over

On (= connected)

switch on the kettle

turn on the TV

leave the lights **on** all night

On (= continuing)

carry on working

drive on a bit further

come on. Hurry up

hang on / hold on a minute

Off (= away, departing)

the thief **ran off**

jump in the car and drive off

Off (=disconnected)

switch off the fire

cut off our electricity

Out (= complete)

write out the whole text

work out the answer

Out (= away, disappearing)

wash out the dirt

cross out the mistake

Out (= aloud)

read out the article

call out anxiously

Out (= to different people)

hand out free tickets

share out the winnings

Lưu ý: So sánh giữa phrasal verb và prepositional verb

PHRASAL VERB (Verb + adverb)	PREPOSITIONAL VERB (Verb + prepositional)
- Adverb có thể đứng trước hay sau object.	- Preposition đứng trước object. <i>I asked for my key.</i>
<i>I make up the story.</i>	KHÔNG NÓI: <i>I asked my key for.</i>
<i>I make the story up.</i>	- Preposition đứng trước pronoun. <i>I asked for it.</i>
- Adverb đứng sau pronoun. <i>I make it up</i>	<i>We threw them away.</i> <i>I've looked at them.</i>
<i>We threw them away.</i>	- Một vài từ vừa adverb vừa preposition: about, in, on.

- **Verb + adverb + preposition:** Vài ví dụ.

We need to cut down on our spending. (= reduce)

They should do away with these useless traditions. (= abolish)

If plan A doesn't work, we've got plan B to fall back on. (= use if necessary)

The goods are damaged. We'll have to get on to our suppliers. (= contact)

You haven't started packing yet. You'd better get on with it. (= start, continue)

If you're going barefoot, look out for / watch out for broken glass. (= be careful about)

I can't make a promise and then go back on it, can I ? (= change, fail to keep)

We've run out of milk, I'm afraid. (= we have none left)

I'm looking forward to the trip. (= thinking ahead with pleasure)

BÀI TẬP

36.1. Prepositional verbs.

Xem đoạn văn sau từ một lá thư. Dùng những động từ này với preposition để điền vào chỗ trống: **agree, applied, ask, care, caring, concentrate, decided, pay, suffering.**

I'm working at Linbrooke Hospital now. I _____ a nurse's job last July and started in September. I don't earn much money, and I even had to _____ my uniform out of my own money. Perhaps I should _____ a pay rise. But I don't really _____ the money. The work is the important thing. Of course it's very hard work _____ the patients, and at the moment I'm _____ backache. But I knew it would be like this when I _____ a career in nursing. I just try to forget all the problem and _____ the job. I think it's a worthwhile thing to do; I hope you _____ me.

36.2. Prepositional verbs.

Đặt vào động từ trong ngoặc và thêm vào một preposition nếu cần thiết.

Jeff and Sarah had arranged to go to Phil's party. Jeff had to stay at work to (deal) _____ one or two problems. Sarah was sitting in the Parade Café (listen) _____ the juke box. Jeff finally arrived at the café and (apologize) _____ the delay. After a short walk they (reach) _____ Phil's flat. At the party Sarah met a man who kept (laugh) _____ his own jokes. Phil talked to a young lady who (believe) _____ ghost and had seen one the night before. They (leave) _____ the party early and got a taxi home.

36.3. Phrasal verbs.

Đặt vào một adverb thích hợp.

1. Everything is so expensive. Prices seem to go _____ all the time. ~ Yes, and the government is supposed to be bringing inflation _____ .
2. You shouldn't leave the television _____ all night. ~ Sorry, I forgot. I usually turn it _____ .
3. They're going to pull _____ this beautiful old building. ~ I know. There are some protestors handing _____ leaflets about it.
4. Hold _____ a minute. I thought I heard someone call _____. ~ You imagined it. Come _____, or we'll be late.
5. Why don't you read _____ the letter so that we all know what's in it? ~ Yes, and could you speak _____ so that everyone can hear you.
6. They say the story was untrue. Did Helen make it _____ ?
7. The sweater was full of holes, so I threw it _____.
8. I didn't have a key, but luckily someone was here to let me _____ .

37. Modifiers and Noun Equivalents

Để đọc hiểu tiếng Anh, ngoài số vốn từ vựng nhất định và kỹ năng sử dụng thành thạo ngữ pháp căn bản, học viên phải học những thành phần chính của câu và cách sử dụng những công cụ để dựng câu, đó là những **phrases** và **clauses**.

1. Thành phần chính của câu:

1.1. Subjects: Chủ ngữ có thể là một **noun**, **pronoun**, **phrase**, hay **noun clause**.

The book is ready for circulating.

These clerks work here as the part-time student employees.

Classifying books requires having to base on the Dewey Decimal Classification

That the university library will open on Sundays is now certain.

1.2. Predicate: Vị ngữ có thể là một **Complement** hay **Object**.

– **Complement:** đi theo sau một *linking verb* để làm chức năng giới thiệu, giải thích hay nói lên một cái gì đó về Subject.

This woman is a cataloger.

The reader looks angry.

All books are on the shelves.

Complement có thể là:

- Noun: *He became the librarian.*
- Adjective: *This novel appears interesting.*
- Adverbial phrase: *Everybody is in the reading room.*

– **Object:** gồm những nouns, pronouns, và noun equivalents (tương đương danh từ). Với chức năng làm vị ngữ, Object có thể là:

- Object của verb:

These students are reading newspapers.

They haven't renewed those books yet.

- Object của preposition:

The circulation based on computers.

They concerned about digital libraries.

Lưu ý: Verbs trong trường hợp này là **transitive verbs** (Xem 1. Verb)

2. Công cụ dựng câu:

2.1. Phrases và Clauses:

2.1.1. **Phrases:** là nhóm từ tự nó chưa đầy đủ ý nghĩa

- **Prepositional Phrase:** là phrase bắt đầu bằng một *preposition*.

They should also have a background in information technology.

- **Infinitive Phrase:** là phrase bắt đầu bằng một *to infinitive*.

A librarian often has to know something about computers to work with them.

- **Gerund Phrase:** là phrase bắt đầu bằng một *gerund*.

Special librarians often have advanced training in the field of concentration of their library.

- **Participial Phrase:** là phrase bắt đầu bằng một *participle*.

Library materials can only be shelved in one place in the library, usually by a classification system, such as the DDC, organizing materials on the library shelves by their topic.

Some modern libraries use a book catalog made and printed by computers.

- **Noun Phrase:** là phrase gồm một danh từ chính được gọi là *noun headword* và *những modifiers*. Trong noun phrase cần lưu ý đến trật tự của những modifiers.

The first two most intelligent American librarians teaching in the Graduate Library are from the Simmons College.

2.1.2. **Clauses:** là mệnh đề phụ trong cấu trúc *complex sentence*:

- **Noun Clause:** dẫn xuất từ statement hay question.

That books are necessary is truth.

I don't know how many books they have borrowed.

- **Relative Clause:** sử dụng *relative pronouns* (*who, whom, that, which*) và *relative adverbs* (*where, when, why*).

A cataloger is someone who catalogs books.

In New York, where the first school of library was established, there are many famous libraries.

- Adverbial Clause: sử dụng **subordinating conjunctions**.

Because engineers, doctors, and other specialists don't have time to read everything published in their field, the special librarian may review and summarize new articles and reports.

2.2. Chức năng của phrases: Phrase có hai chức năng **modifier** và **noun equivalent**.

2.2.1. **Modifier:** Bổ nghĩa cho những thành phần khác trong câu, đó là danh từ, động từ, tính từ và bổ nghĩa cả câu.

- **Modifier của Noun:**

*The librarian **in charge of circulation** supervises the use of all materials.*

*In addition he or she may need some math **to use computer language**.*

*Subject specialists are found also **in government libraries – archivists specializing in historical papers, librarians specializing in law**.*

- **Modifier của Verb:**

*Much circulation work is automated **in libraries today**.*

*The young adult librarian visits schools **to talk about books and other materials**.*

- **Modifier của Adjective:**

*She is good **at electronic publishing**.*

*Patrons are very pleased **to use the library**.*

- **Modifier của Sentence:**

Without people, a library would be a mere place, a warehouse.

To run a library, the librarian must learn techniques for analyzing and improving a system.

The special librarian makes searches for information, helping an engineer gather materials for a report, preparing a

reading list on water pollution for a steel company executive.

2.2.2. Noun equivalent: Với chức năng này phrase có thể được xem như tương đương với danh từ để làm: Subject, Object, Complement, Appositive.

- **Subject:**

Sorting and shelving are also done by temporary student employees, or student assistants.

- **Object:**

Such librarians usually have special training in music, or African materials, or Spanish and Portuguese literature, or the sciences.

- **Complement:**

An important part of work with young adults is planning programs for them.

- **Appositive:** Có thể là một từ, một câu, hay một nhóm từ dùng để giải thích hay thêm thông tin về một tiền tố (antecedent).

This is Mr. Baker, a librarian.

Mr. Baker, he is a librarian, told me that "Information is everything in a knowledge society".

I don't agree with his idea, to bring the book out of the library without checking out.

Lưu ý:

- Một phrase bổ nghĩa cho noun còn được gọi là **Adjective Phrase**
- Một phrase bổ nghĩa cho verb và adjective còn được gọi là **Adverb Phrase**

BÀI TẬP

37.1. Loại và chức năng của phrase.

Xác định loại và chức năng của phrase gạch dưới.

1. A media specialist is an expert on the use of all materials, both print and nonprint.

2. School librarians work closely with teachers in helping students get the reading habit, learn study skills, and understand how to use a library.
3. Helping people get materials or information they need is circulation and reference work.
4. Both mathematics and computer technology are part of information science.
5. This is especially important learning lab, an extension of the classroom.
6. To index a vertical file, a librarian must understand how language works.
7. The young adult librarian selects materials, keeping up with ever-changing teenage interests; acts as a readers' adviser.
8. Public librarians may specialize by age group of user.
9. Above all it is people using a library who make it come alive, but people are also needed to make a library work.
10. Library aides assist with many of the librarian's jobs.
11. The librarian should also know about the teaching of reading and the use of easy-to-read materials for adults.
12. Because engineers, doctors, and other specialists don't have time to read everything published in their field, the special librarian may review and summarize new articles and reports.
13. In many large libraries, the librarian works behind the scenes in a private office.
14. A clerk who prefers to work behind the scenes may file and keep records.
15. To make room for new materials, the librarian regularly reviews the library collection, removing materials no longer useful.

38.**Prepositional Phrase****1. Định nghĩa:**

1.1. **Prepositional Phrase:** là phrase bắt đầu bằng một preposition.

into machine-readable form

of the current acquisitions

for Science and Technology

1.2. **Preposition:** là từ đứng liên lạc giữa noun hoặc noun equivalent với các phần tử khác trong mệnh đề. Preposition luôn có một object theo sau.

*The books are **on** the shelf.*

*She is ready **for** the final examination.*

2. Ứng dụng:

2.1. **Prepositional Phrase :** được dùng như một **Modifier (Bổ ngữ)**

2.1.1. Modifier của Noun.

*The novels **by** Erich Maria Remarque often have the sad ends.*

*There are three kinds of library **on** academic and research, they are National Library, Academic Library, and Special Library.*

2.1.2. Modifier của Verb hay Adverbial Prepositional Phrase.– **Phương hướng**

*They are walking **toward** the circulation desk.*

*The students are running **across** the school yard.*

– **Nơi chốn**

*Photography is not allowed **in** the Library of Congress.*

*The Simmons College Library is located **on** the Fenway street in Boston.*

– **Thời gian cụ thể**

*The Graduate Library opens **at** 7:30 everyday.*

*The International library conference was held **on 28th** August 2006 at the Natural Sciences Library.*

- Khoảng thời gian

*He has borrowed this book **for a year**.*

*We are studying the course "Automation" **during the Fall semester**.*

- Tính cách

*I used to work in the library **as a part time student employee**.*

*She did the homework **by herself**.*

- Phương tiện

*All librarians work **with their computers**.*

*He creates digital collections **by the Greenstone open source software**.*

- Nguyên nhân hay lí do

*I went to Singapore **for the workshop on "Information Literacy"**.*

*The flight was canceled **because of the storm**.*

2.1.3. Modifier của Adjective.

*He is **an librarian happy in his job**.*

*She is **very good at cataloguing**.*

2.1.4. Dangling prepositional phrase: không bổ nghĩa cho từ nào trong câu và được xem như bổ nghĩa cho cả câu.

***Of three catalogers**, She is the best at assigning subject headings.*

***Without people**, a library would be a mere place, a warehouse.*

2.2. Prepositional Phrase: được dùng như Adverbial sau linking verbs

*The reference department is **on the first floor**.*

*The donated books went **by air**.*

2.3. Prepositional Phrase : được dùng như Subject mang ý nghĩa thời

gian hay nơi chốn

After the meeting is the lunch time.

On the tenth floor is too high.

BÀI TẬP

38.1 Chức năng của prepositional phrase.

Xác định loại và chức năng của phrase gạch dưới.

1. I worked for the Post Office during the Christmas break.
2. I'll see you on Saturday at the party.
3. We watched the soccer game on the television.
4. The bank is next to the gift shop.
5. The crowd in the stadium were waiting for the game to start.
6. To my regret, I've never seen the Grand Canyon.
7. Susan washed the stones she found in the river.
8. We climbed the steep hill you mention without difficult.
9. In winter, we burn wood for our heat.
10. She looks not very happy for her hard work.

38.2 Chọn preposition đúng để điền vào chỗ trống: *on, in, under, of, to, by, for, from, during, without*.

1. The profession of handling information was not invented _____ the last hundred years.
2. Being the heart _____ the academic institutions, the importance of the libraries is much more.
3. A quality education is impossible _____ a quality library.
4. The basic tenets of life are developed _____ the school days.
5. The libraries do contribute in developing and making available basic resources _____ study and research.
6. The library is essential for the maintenance of free access _____ ideas and to the functioning of trammelled mind.
7. An example _____ the schedule for chemistry show how numbers are subdivided.
8. An additional advantage is that Library of Congress notations appear _____ the library's catalog cards.
9. A work about snakes and lizards would be entered _____ Snakes and Lizards.
10. Some concepts that involve two areas of knowledge can be expressed only _____ more or less complex phrases.

39.**Infinitive Phrase****1. Định nghĩa:**

1.1. Infinitive Phrase: là phrase bắt đầu bằng một **to infinitive**.

*She borrowed the book **to read on her vacation**.*

*They were very pleased **to attend the workshop**.*

1.2. Infinitive: là dạng nguyên mẫu của động từ. Có hai dạng infinitive: **to infinitive** và **bare infinitive**

1.2.1. to infinitive: là infinitive có to ở phía trước

*I decided **to choose librarianship profession**.*

To see is to believe.

1.2.2. bare infinitive: là infinitive không có to ở phía trước. Thường được đứng sau:

- **modals:** can, could, will, would, shall, should, ought to, may, might, must

*They should **have** a background in library technology librarian must **understand** the bigger picture called information science*

- **causative verbs:** make, have, let, help

*They **make** librarians **receive** their education at library schools.*

(= Librarians are made to receive their education at library schools. – có nghĩa rằng đổi qua passive thì phải dùng **to infinitive**).)

***Have** students **produce** the library card.*

***Let me do** as a cataloger.*

*Computers **help us (to) work** circulating.*

- **would rather** và **had better**.

*You **would rather study** in the library.*

*You **had better use** the Dewey Decimal Classification.*

2. Ứng dụng: được dùng như *noun equivalent* và *modifier*.

2.1. Infinitive Phrase được dùng như một **Noun equivalent**.

2.1.1. Dùng như Subject.

To use subject headings in catalog system is very necessary.

To build an electronic library is one of our goals.

2.1.2. Dùng như Object.

At the turn of the 20th century, the Library of Congress decided to reclassify the library.

The workshop trained to design web pages.

Lưu ý: Một số verbs thông dụng đòi hỏi object là infinitive (Xem **32. Verbal**)

2.1.3. Dùng như Complement:

The goal of catalogs is to identify and list items in a collection.

The basic function of an academic library is to serve the need of organisation to which it is attached.

2.1.4 Dùng như Appositive:

The librarian in reference pursues a deeper wisdom – to understand all the questions.

To be or not to be, that is the problem. (Hamlet)

2.2. Prepositional phrase được dùng như một **Modifier:** nhằm chỉ mục đích.

2.2.1. Modifier của Noun:

There is no better way to judge the quality of an educational institution than to look at its library.

The key to success and a happy life is knowledge access and connectivity, preferably through electronic devices.

2.2.2. Modifier của Verb:

Classification is used to gather in one numerical place on the shelf works that give similar treatment to a subject.

An independent organization set up in 1949 to publish a weekly catalog of books.

2.2.3. Modifier của Adjective:

The library building will be strong enough to withstand the Loads placed upon it.

After several years of experience working with professionals in the library, the individual is eligible to take licensing exams.

2.2.4. Dangling infinitive: Không bổ nghĩa cho từ nào trong câu và được xem như bổ nghĩa cho cả câu.

To encourage such a use of library materials, catalogues and bibliographies were compiled, classification schemes were devised and practiced.

To pass this exam, you should study harder.

3. Dạng Perfect và Passive của Infinitive Phrase.

3.1. Perfect infinitive: diễn tả quá khứ của *infinitive phrase* TO HAVE + Past Participle

We don't agree what he did, to have brought the book out off the library without checking out.

We are very happy to have moved in the new building.

3.2. Present passive infinitive: diễn tả thụ động của *infinitive phrase*. TO BE + Past Participle

A bibliography is then prepared showing what textbooks are to be used for each class.

The library director places orders for all the materials to be delivered in certain quantities for certain libraries.

3.3. Perfect passive infinitive: diễn tả thụ động của *infinitive phrase*

trong quá khứ.

TO HAVE BEEN + Past Participle

Libraries might be said to have always been connected people with information they need.

We are pleased to have been permitted by the city planning authority to build the new library in the central city.

BÀI TẬP

39.1. Chức năng của infinitive phrase.

Xác định loại và chức năng của phrase gạch dưới.

1. The problem to have to solve is too complex.
2. We seem to travel on the sea.
3. I would like to be asked for designing the project.
4. They were warned not to climb the mountain in such bad weather.
5. Nhatrang is the best beach in Vietnam to visit in summer.
6. Not to accept the scholarship would be foolish.
7. He hurried to take a seat in the cafeteria.
8. To prevent such foolish action in the future was the purpose of our regulation.
9. The government has announced new measures to deal with inflation.
10. In front of the boy is a heap of shoes to shine.

10.**Gerund Phrase****. Định nghĩa:**

1.1. Gerund Phrase: là phrase bắt đầu bằng một **gerund**.

Speaking English all the time is the good way to learn it.

I always enjoy designing webpages.

1.2. Gerund: là dạng ing-form của verb, được dùng hoàn toàn như một noun.

Librarianship is inseparable from cataloging.

The useful training is based on the appropriate course in digital library.

Her classifying depends on the Dewey Decimal Classification.

. Ứng dụng: Gerund Phrase được dùng như một **Noun equivalent**.**2.1. Dùng như Subject.**

Using the Dewey Decimal Classification is easy to define a classified number.

Analysing subjects has to be carried out in the context of the Dewey Decimal Classification.

2.2. Dùng như Object.**2.2.1. Object của verb.**

I don't like having to shelve books with too long classification numbers.

I remember working at this library as a trainee librarian.

Lưu ý: Một số verbs thông dụng đòi hỏi object là gerund (Xem **32. Verbal**)

2.2.2. Object của preposition.

Subject catalogs also play an important part in building bibliographies.

Students read many books on repairing computers.

She is good at working in the reference department.

2.2.3. Object của preposition với những ứng dụng đặc biệt.

- **Expressions of purpose:** diễn tả mục đích.

This is used for sorting catalog cards.

He is working for the library as a part-time employee for his studying at the college.

- **Dangling gerund:** đây là sự kết hợp một preposition với một gerund, do đó cũng có thể được xem như là một *dangling prepositional phrase*, dùng để bổ nghĩa cho cả câu.

In describing content, there are two kinds of documentation languages: pre-coordination language or subject heading language and post-coordination language.

Because of speeding, there have been lots accidents in our city nowadays.

2.3. Dùng như Complement:

Love means not ever having to say you're sorry.

My brother's hobby is collecting rare books.

2.4. Dùng như Appositive:

That was a great idea, using barcode for whole collection.

This is our latest project, establishing the library portal and learning resource center.

3. Dạng Perfect và Passive của Gerund Phrase.

3.1. Perfect gerund: diễn tả quá khứ của gerund phrase.

HAVING + Past Participle

His having contracted many projects of library automation will help him to get more money.

I'm sorry for not having renewed the book.

3.2. Present passive gerund: diễn tả thụ động của *gerund phrase*.

BEING + Past Participle

She enjoyed being elected the president of the library association.

He resented being fined for keeping a borrowed book in excess of the time limit.

3.3. Perfect passive gerund: diễn tả thụ động của *gerund phrase* trong quá khứ.

HAVING BEEN + Past Participle

The book wasn't been found because of not having been shelved right place.

That explains his having been fired from his job.

BÀI TẬP

40.1. Chức năng của gerund phrase.

Xác định loại và chức năng của phrase gạch dưới.

1. I can't imagine his being elected president.
2. Love is so short but forgetting is so long.
3. Passing the examination is more important to Gaynor.
4. Standing next to Peter made Jane taller than she is.
5. Harold doesn't like making speeches in front of the class.
6. My first job, cleaning the door, made me exhausted.
7. I propose going to bed now.
8. With growing interested, I read the book.
9. Keeping a budget requires great patience.
10. She is tired of learning mathematics.

41.**Participial Phrase****1. Định nghĩa:**

1.1. **Participial Phrase:** là phrase bắt đầu bằng một **participle**.

Two students working at the circulation desk are the part time student employees.

I found the book torn two pages.

1.2. **Participle:** là dạng verbal của động từ được dùng như tính từ.

- **Present participle:** hay là dạng –ing form của động từ mang tính chất *tác động* (active)

Serial session involves abstracting service.

- **Past participle:** hay là dạng –en form của động từ mang tính chất *thụ động* (passive)

This is divided catalog.

2. Ứng dụng: Participial Phrase được dùng như một **Modifier**.**2.1. Modifier của noun**

The students reading books in the library look intelligent.

These are the books classified with DDC.

2.2. **Modifier của subject (hay Movable Participle):** được đặt ở đầu hoặc cuối câu.

Subject headings are the art and the technique of cataloging, employed to show the content of books.

Hurrying to class, he forgot to bring the library books to return.

2.3. **Modifier của sentence (Nominative Absolute):** Được dùng với một chủ từ giả.

Students have nothing to read at the moment, too many books reserved to revise.

The weather being rainy, we decided not to go to the library today.

Trong hai ví dụ trên, ***books*** và ***weather*** là những chủ từ giả kết hợp với *participial phrase* bổ nghĩa cho chính nó nhằm tạo nên một **nominative absolute** bổ nghĩa cho cả câu.

2.4. Dangling participles:

Having worked hard since 6 A.M., the project was completed before noon.

Having moved all outdoor furniture into the reading room, there was no room left for students to read.

3. Dạng Perfect và Passive của Participial Phrase.

3.1. Perfect participle: diễn tả quá khứ của *participial phrase*.

HAVING + Past Participle

Having withstood the storm, the old library will last long.

The mobile library car having broken down, we stopped for the night on the high way.

3.2. Present passive participle: diễn tả thụ động của *participial phrase*.

BEING + Past Participle

Being sunk , the wall of the libray buiding will be cracked.

The international library conference will be successful, being made arrangement so thoughtful.

3.3. Perfect passive participle: diễn tả thụ động của *participial phrase* trong quá khứ.

HAVING BEEN + Past Participle

The books having been classified with BBK have to be converted into DDC.

Having been fined for overdue returning books before, I knew exactly what to do.

BÀI TẬP

41.1. Chức năng của *participial phrase*.

Xác định loại và chức năng của phrase gạch dưới.

- Having had to meet too many people this morning, I missed seeing you.
 - The library located in the campus needs repair.
 - My brother, being ill, could not come.
 - Standing on the top of the hill, the whole village could be seen.
 - The house having been designed by my father is ready for building .
 - The second of September being the national day, we have a day-off.
 - Getting permission, I shall go at once.
 - We found the house locked for the night.
 - Looking all over the house for the missing copy of Hamlet, she stopped searching and bought a new one.
 - The construction of flat roofs, now often used in large building, is similar to that of floors, the roof being laid on a frame-work of horizontal beams.

41.2. Present participle hay past participle.

Chọn dạng thức đúng và điền vào chỗ trống

42.**Noun Phrase**

1. Định nghĩa: Noun phrase là phrase gồm 1 *noun headword* và những *modifiers*. Modifiers có thể đứng trước *noun headword* được gọi là *prenoun modifiers*; và đứng sau gọi là *postnoun modifiers*.

1.1. Prenoun modifiers: là những từ đơn độc gồm có :

■ **Determiners:** là những từ xác định:

- Pre-article: *all, both, only, ...*
- Articles: *a, an, the*
- Indefinite adjectives: *some, any, many, ...*
- Demonstratives: *this, that, these, those, ...*
- Possessives: *my, your, his, ..., 's*

■ **Adjectives:** Bao gồm những tính từ:

- Numerals: *one, first, second, ...*
- Predicate adjectives: *good, beautiful, careful, ...*
- Adjectives of nationality: *American, English, Vietnamese, ...*

■ **Nouns used as adjectives:** *library science, reference services, subject catalog, ...*

1.2. Postnoun modifiers: bao gồm những cụm từ (phrases) và mệnh đề (clauses):

■ **Modifying phrases:** là những cụm từ bổ nghĩa:

- Prepositional phrases
- Infinitive phrases
- Participial phrases

■ **Modifying clauses:** là những mệnh đề bổ nghĩa:

- Relative clause với relative pronoun (*who, whom, that, which, whose*)
- Relative clause với relative adverb (*where, when, why*)

2. Trật tự của Modifiers: Những modifiers đứng trước và sau *noun headword* phải tuân thủ một trật tự nhất định.

Prenoun modifier (Single words)	HEADWORD	Postnoun modifier (Phrases and Clauses)
<i>My boss's big new white Germany</i>		<i>in the garage.</i>
<i>The online catalog</i>	<u>car</u> <u>catalog</u>	<i>based on web.</i>
<i>All the first five famous American librarians</i>	<u>librarians</u>	<i>in our city that I 've known.</i>

2.1. Trật tự của Prenoun modifiers.

Determiner	Adjective	Noun used as adjective	HEADWORD
<i>the</i>	<i>intelligent</i>	<i>reference</i>	<i>librarians</i>
<i>a</i>	<i>standard</i>	<i>catalog</i>	<i>system</i>
<i>my</i>	<i>new</i>	<i>computer</i>	<i>table</i>
<i>John's</i>	<i>rare</i>		<i>books</i>

2.1.1. Determiners:

- **Articles:** là mạo từ bao gồm *a*, *an*, *the*. Phân danh từ ra thành hai nhóm để khảo sát việc sử dụng article.

1. **Danh từ đếm được số ít (singular count nouns):** luôn luôn có article.

- Dùng *a* hay *an*: nếu danh từ đó chỉ 1 đơn vị.

I want a book on English grammar.

He is a cataloger.

- Dùng *the*: nếu cụ thể, đặc biệt, hay được xác định

I want the book on your desk.

Who is the clerk who lended that book?

2. **Danh từ số nhiều và danh từ không đếm được (plural**

nouns and uncount nouns).

- **không dùng article:** nếu danh từ mang tính chất chung chung, hay không được xác định.

Books are necessary for everybody. .

I like coffee.

- Dùng **the** : nếu cụ thể, đặc biệt, hay được xác định

I 've just found the books that I need.

I like the coffee in this café.

■ **Possessives:** Bao gồm possessive pronouns và possessive nouns.

1. Possessive pronouns

my	<i>This 's my book</i>	mine	<i>This book is mine</i>
your	<i>This 's your book</i>	yours	<i>This book is yours</i>
his	<i>This 's his book</i>	his	<i>This book is his</i>
her	<i>This 's her book</i>	hers	<i>This book is hers</i>
its	<i>This 's its book</i>	its	<i>This book is its</i>
our	<i>This 's our book</i>	ours	<i>This book is ours</i>
their	<i>This 's their book</i>	theirs	<i>This book is theirs</i>

2. Possessive nouns (possessive case): 's

- possessive case chỉ dùng cho người.

Bill is the son of Mr. Baker = Bill is Mr. Baker's son

- danh từ số nhiều tận cùng bằng "s" thì chỉ thêm "' "

My parents' car

- danh từ số ít tận cùng bằng "s" thì vẫn thêm "' s "

My boss 's smart young secretary

- danh từ số nhiều không tận cùng bằng "s" thì vẫn thêm "' s "

My children 's large bedrooms

Lưu ý: Trường hợp danh từ chỉ họ (last name).

- Tên cá nhân: *Mr. Choldin's new car*

- Tên gia đình: *The Choldins' beautiful children*
- Last name thường tận cùng bằng “s” nên:
Mrs. Morris 's expensive house
The Morris' expensive house (không thêm “s” nhưng được xem là số nhiều).

■ **Demonstratives:** This, That, These, Those, Such.

This intelligent new idea.

Every such research at the university.

2.1.2. Adjectives.

■ **Numerals:** Tính từ chỉ số

- Ordinal (số thứ tự): first, second, third, fourth...
- Cardinal (số đếm): one, two, three, four...
The first two chapters in the book.
They are second five prizes.

■ **Adjectives of Nationality / Location:** Tính từ chỉ quốc tịch / nơi chốn, dẫn xuất từ danh từ chỉ quốc gia hay nơi chốn bằng cách thêm vào những suffix **-an/-ian, -ish, -ese**.

-an/-ian		-ish	
America	→ American	England	→ English
Canada	→ Canadian	Spain	→ Spanish
Russia	→ Russian	Poland	→ Polish
-ese		others	
Vietnam	→ Vietnamese	France	→ French
Japan	→ Japanese	Greece	→ Greek
Portugal	→ Portuguese	Thailand	→ Thai

A cold Alaskan winter day.

Six rich Spanish tourists.

■ **Adjectives dẫn xuất từ participles.**

- Present participle (-ing form): Mang ý nghĩa tác động.

- Past participle (-en form) : Mang ý nghĩa thụ động.

amusing	asmused	shocking	shocked
boring	bored	confusing	confused
embarrassing	embarrassed	frightening	frightened
terrifying	terrified	worrying	worried
depressing	depressed	satisfying	satisfied
exhausting	exhausted	tiring	tired

*Jane has a very **boring** job, so she is **bored**.*

*Have you ever had an **embarrassing** experience?*

*He's always **tired** when he gets home from work.*

■ Compound Adjectives: được thành lập như sau:

- adjective + adjective.

***dark-blue** jacket*

***light-yellow** dress*

- adjective + noun.

***high-technology** industry*

***free-form** sculpture*

***five-star** hotel*

- noun + adjective.

***sky-blue** cap*

*She was **sea-sick***

*He is **love-sick***

- adjective / adverb / noun + participle.

***good-looking** girl*

***white-painted** house*

***hard-working** man*

***carefully-conceived** plan*

***heart-breaking** story*

***load-bearing** wall*

- phrasal adjective.

***end-of-the term** party*

***middle-of-the road** policy*

2.1.3. Noun được dùng như adjective: Danh từ có chức năng modifier (bổ ngữ) cho danh từ khác. Hầu hết các danh từ đều có chức năng này.

Ví dụ ta có thể lập một chuỗi như sau. Trên nguyên tắc chuỗi này có thể dài vô tận:

tree farm - farm building - building code - code word - word game - game player - player piano - piano bench - bench warmer - warmer oven - oven light ...

2.2. Trật tự của Postnoun modifiers.

Postnoun modifier bao gồm *preposition phrase*, *infinitive phrase*, *participial phrase*, và *relative clause*. Những phrase đứng gần noun headword hơn những clause.

HEADWORD	Modifying phrase	Modifying clause
<i>books</i>	<i>on the table</i>	<i>that I've just bought</i>
<i>permission</i>	<i>to borrow magazines</i>	<i>which was submitted</i>
<i>student</i>	<i>carrying the computer</i>	<i>who talk loudly</i>

BẢNG TRẬT TỰ MODIFIERS TRONG NOUN PHRASE

Prenoun modifiers								NOUN	Postnoun modifiers	
I	II	III	IV	V	VI	VII	VIII		IX	X
① ② ③	① ②	①	①	① ② ③	① ② ③ ④ ⑤	① ② ③ ④	①		①	①

Chú thích:

- Ô thứ I gồm:
 - ① Pre articles (*both, only, all, ...*)
- Ô thứ II gồm:
 - ① Articles (*a, an, the*) & Indefinite adjectives (*some, many, a lot of, a plenty of, ...*)
 - ② Demonstratives (*this, that, these, those, ...*)
 - ③ Possessives (*my, your, his, her, it, our, their, 's*)
- Ô thứ III gồm Numerals (tính từ chỉ số):
 - ① Ordinal (*first, second, third, ...*)
 - ② Cardinal (*one, two, three, ...*)
- Ô thứ IV gồm:
 - ① Superlative và Comparative markers (*more, less, most, least, ...*)
- Ô thứ V gồm:
 - ① General size (*little, big, narrow, large...*)
 - ② Quality hay characteristic (*difficult, beautiful, expensive, rich, intelligent, ...*)
 - ③ General weight (*heavy, light, ...*)
- Ô thứ VI gồm:
 - ① Specific size (*six-foot, 50-meter, ...*)
 - ② Shape (*round, square, rectangular, ...*)
 - ③ Age (*old, young, new*)
 - ④ Temperature (*cold, hot, warm, cool, , ...*)
 - ⑤ Specific weight (*seventy-pound, ten-kilo, ...*)
- Ô thứ VII gồm:
 - ① Time (*daily, weekly, monthly, yearly, ...*)
 - ② Color (*red, orange, yellow, blue, ...*)
 - ③ Location (*Bostonian, Alaskan, ...*)
 - ④ Origin hay nationality (*English, Chinese, ...*)
- Ô thứ VIII gồm:
 - ① Noun được dùng như adjective.
- Ô thứ IX gồm:
 - ① Modifying phrases:
 - Prepositional phase
 - Infinitive phrase

■ Participial phrase

- Ô thứ X gồm:
 - ① Modifying clauses: Relative clause.

Vài ví dụ:

<i>The first two</i>	MEN	<i>sitting there</i>
<i>Only the least difficult algebra</i>	CHAPTERS	<i>in the book</i>
<i>My brother's big six-foot blue plastic</i>	CHAIR	<i>which you saw</i>
<i>That weekly news</i>	MAGAZINE	<i>that came today</i>
<i>Many more rectangular black picture</i>	FRAMES	<i>from New York</i>

BÀI TẬP

42.1. Trật tự Noun Phrase.

Tìm từ hay cụm từ không đúng trong câu.

1. My first two new beautiful English books on the table.
 (A) (B) (C)
2. All my the ten beautiful color photos showing our class that I took.
 (A) (B) (C)
3. The many 60m high new skyscrapers in New York.
 (A) (B) (C)
4. Both my least expensive blue new fountain pens that have lost.
 (A) (B) (C)
5. These new French roller-skates that you bought with bright color
 (A) (B) (C)
6. All the NSL's monthly old English magazines having been binded
 (A) (B) (C)
7. The second most interesting book that's just been published on library science
 (A) (B) (C)
8. My new Chinese books on history which I mentioned with you being translated
 (A) (B) (C)
9. Two only my library students graduated last year who I can recommend to you
 (A) (B) (C)
10. The intelligent most Japanese engineer that I have ever met
 (A) (B) (C)

42.2. Noun Headword.

Xác định Noun Headword của những cụm từ sau đây.

1. A bibliographic description giving the identification, publication, and physical characteristics
2. Almost all library catalogs
3. The records in other bibliographic files
4. Many ways to retrieve a particular
5. The most efficient way to manage lists that are maintained manually
6. Another catalog form that is also generally referred to as an online catalog
7. The system that has prevailed in this country and in many others
8. A system of classification, which determines the arrangement of works on the shelves
9. Many words that have two or more quite different meaning
10. Many library automation projects involving circulation and the catalogue
11. All people using a library who make it come alive
12. The three main kinds of library
13. Many librarians who work in automated libraries
14. The most important national libraries in the Western world
15. The vastly increased number of publications that daily appear throughout the world
16. The failure of publishers to provide legal-deposit copies
17. Several copies of all publications from throughout the country
18. Those extraordinary cases of genius which occur now and then in human history
19. The British Library Lending Division
20. The quality and size of their collections, which are comprehensive in scope

43.**Noun Clause**

1. Định nghĩa: Noun clause là 1 mệnh đề dẫn xuất từ 1 statement hay 1 question. Noun clause được dùng như *noun equivalent*.

2. Noun Clause dẫn xuất từ Statement: Còn được gọi là *that clause* vì thường bắt đầu bằng *that*.

That the Singapore National Library is the largest in the South-East Asia is certain. (Làm subject)

It soon became clear that DDC is the most popular classification scheme in Vietnam. (Làm complement)

It depends on that he has to finish searching information in time. (Làm object cho preposition)

Many people assume *that a reference librarian knows all the answers.* (Làm object cho verb)

3. Noun Clause dẫn xuất từ Question:

3.1. Yes/No Question: Dùng *whether* đứng trước noun clause; có thể dùng *if* trong trường hợp noun clause làm object cho verb.

Ví dụ dẫn xuất từ yes/no question ***Do you like libraries ?*** ta có những noun clause sau:

Whether you like libraries or not doesn't matter. (Làm subject)

The problem is whether you like libraries (or not) (Làm complement)

We aren't concerned about whether you like libraries (or not). (Làm object cho preposition)

I don't know whether / if you like libraries or not. (Làm object cho verb)

3.2. Question-word Question: Chuyển câu hỏi thành statement. Các question-word bao gồm: ***what, which, who, whom, whose, where, when, how, how much, how many, how long.***

Ví dụ dẫn xuất từ *question-word question* ***What open source softwares are they going to apply?*** ta có những *noun clause* sau:

What open source softwares they are going to apply can affect their library automation project. (Làm subject)

He means what open source softwares they are going to apply. (Làm complement)

The plan bases on what open source softwares they are going to apply. (Làm object cho preposition)

He is the librarian who decides what open source softwares they are going to apply. (Làm object cho verb)

4. Vài ứng dụng của Noun Clause: Embedded Question (Câu hỏi kết hợp).

4.1. **Requests và Commands:** Sử dụng yêu cầu hay mệnh lệnh để gián tiếp đặt một câu hỏi với ai đó.

Ask him if Melvil Dewey was the man who founded the first library school in the world.

Ask her where the largest academic library is located.

4.2. **Questions:** Sử dụng để hỏi ai đó một câu hỏi tế nhị.

May I ask (you) if you like librarianship ?

Can you tell me how much your salary is paid ?

BÀI TẬP

43.1. Noun clauses dẫn xuất từ questions.

Làm hoàn chỉnh mỗi câu với Noun Clause dựa vào câu hỏi định hướng.

1. Why did you buy that book?

Please tell me _____

2. Who is that tall fellow?

Can you find out _____ ?

3. Whom did they invite?

I can't imagine _____

4. What is he talking about?
Can you guess _____ ?
5. Who goes to school with her?
Do you know _____ ?
6. Which one does he want?
I don't remember _____
7. How does it work?
The man will explain _____ ?
8. Are you married?
May I ask _____ ?
9. Whom should I speak to?
I would like to know _____
10. Are you going to take the Computer Science course?
I wonder _____

43.2. Xác định Noun clauses.

Chọn tất cả những noun clauses và xác định chức năng của chúng.

1. No one knows when he will come, or whether he will come at.
2. The girl will tell you where you can pick up the registration package.
3. The students felt their assignments were too time-consuming.
4. We will be ready for what happens
5. The question first occurring to the mind of a savage is how fire is to made.
6. What is one man's meat is another man's poison.
7. The equator shows where days and nights are of equal length.
8. What is sauce for the goose is sauce for the gander.
9. The most exciting moment was when the robber came into the room with a pistol.
10. The fact that you have not signed your name to a letter shows that you lack moral courage.

44.**Relative Clause**

- 1. Định nghĩa:** Relative Clause là mệnh đề quan hệ bắt đầu bằng một **relative pronoun** hay một **relative adverb**. Relative clause được dùng như *modifier* của noun nên có thể được gọi là **Adjective Clause**.

- 2. Relative Clause với Relative Pronoun:** Relative Pronoun bao gồm **who, whom, that, which, whose** có chức năng thay thế cho noun đứng trước (*antecedent*) để làm *subject* hay *object* cho mệnh đề phụ trong một câu phức (*complex sentence*).
 - 2.1. Relative Pronoun Subject:** bao gồm **who, that, which** làm subject.
 - 2.1.1. who và that dùng cho người.**

A librarian is someone who / that manages a library.

A clerk who / that deals with the public may help a youngster register for a library card.
 - 2.1.2. which và that dùng cho sự việc, đồ vật và con vật.**

Reference books are materials which / that can be usually used for quick search.

The online catalog system in a modern library which / that is used for searching bibliographic records is called OPAC.
 - 2.2. Relative Pronoun Object:** bao gồm **who(m), that, which** làm object.
 - 2.2.1. who(m) và that dùng cho người.**

This is the patron who(m) / that the reference librarian will interview next.

The engineer who(m) / that you have just discussed is a good system analyst.
 - 2.2.2. which và that dùng cho sự việc, đồ vật và con vật.**

How is the library which / that you have surveyed ?

The metadata harvesting which / that the professor mentioned in his presentation is the new technology.

Lưu ý: Những relative pronoun làm object như những trường hợp trên có thể bỏ qua. Do đó những ví dụ trên có thể được viết lại như sau:

This is the patron the reference librarian will interview next.

The engineer you have just discussed is a good system analyst.

How is the library you have surveyed ?

The metadata harvesting the professor mentioned in his presentation is the new technology.

2.3. Relative Pronoun chỉ sở hữu: *whose* dùng để chỉ sở hữu cho cả người, sự việc, đồ vật, và con vật. Có thể làm subject và object.

The teacher whose students were two-month period of probation in our library is a famous specialist.

This is the librarian whose new library will be designed by yourself.

This is one of the libraries in our city whose infrastructure is the most modern.

The technical services department of our library whose staff all graduated from information technology college has built many useful digital collections.

2.4. Broad References: dùng *which* sau dấu “ , “ để bổ nghĩa cho cả câu.

The information services in this library are very good, which proves that the professionals and staff are highly educated.

The clerks didn't work hard today, which made me suspect that they have their salary raised.

3. Relative Clause với Relative Adverb: Relative Adverb bao gồm **where, when, why**.

3.1. where bở nghĩa cho noun (antecedent) chỉ nơi chốn.

The Graduate School in Library and Information Science, where he graduated from, belongs to the Simmons College.

Massachusetts, where there are the famous universities as Harvard and MIT, is in the North-East of the U.S.A.

3.2. when bở nghĩa cho noun (antecedent) chỉ thời gian.

They are looking forward to next week when the new library will be opened.

In summer when students take the break term the library usually closes to inventory.

3.3. why bở nghĩa cho noun (antecedent) chỉ lý do, nguyên nhân.

Do you know the reason why the books on the shelves in this library seem always new ?

That he is in front of the screen of computers all the time is the reason why his eyes worse and worse.

4. Relative Clause với một preposition: Có thể đặt một preposition trước một *Relative Pronoun* hay một *Relative Adverb* ngoại trừ **who** và **that**.

There are three librarians, all of whom can speak English fluently.

The way in which each such job is done is determined by the librarian in charge.

Circulation clerks are often not friendly, except where staff is highly educated.

Lưu ý: Có thể dùng **who** và **that** trong trường hợp đặt preposition ở sau.

She is the public services librarian assistant who / that you should complain with.

Nhưng:

She is the public services librarian assistant with whom you should complain.

Roads are strips of land which / that vehicles travel on.

Nhưng:

Roads are strips of land on which vehicles travel.

5. Punctuation của Relative Clauses: Đôi khi cần phải đặt một dấu “ , “ trước *Relative clause* (sau antecedent).

5.1. Defining / Restrictive Relative Clause (Hay Relative Clause không có dấu “ , “ ở sau antecedent): được dùng trong trường hợp *Relative Clause định nghĩa hoặc xác định antecedent*.

Persons who catalog materials in the library are often called catalogers.

Books which are used for quick searching belong to the reference collection.

Public library is the place where everybody can come to read books.

5.2. Non-Defining / Non-Restrictive Relative Clause (Hay Relative Clause có dấu “ , “ ở sau antecedent): được dùng trong trường hợp *Relative Clause cung cấp thêm thông tin cho antecedent*.

Two youngest persons in our library, who catalog materials, have just gone to the U.S.A. for studying master degree.

He has just published the sixth book, whose title is “English for special purpose: Library and Information Science”.

The U.S. Library of Congress, which is the largest library in the world, has very many Vietnamese books.

Lưu ý:

- Không dùng *that* trong *Non-Defining / Non-Restrictive Relative Clause*.
- Có thể *bỏ qua Relative Pronoun Object* trong *Defining / Restrictive Relative Clause*.

That is the vendor we have selected.

The student part-time employees we wanted to hire were away on holiday.

BÀI TẬP

44.1. Relative Pronouns và Adverbs.

Chọn đúng Relative pronouns hay Adverbs để làm tròn câu.

9. Newsworthy events rarely happen in the small town, _____ I was born.

- a. in which
- b. which
- c. where
- d. Both (a) & (b) are correct

10. I had to work on Sunday _____ wasn't very much fun.

- a. which
- b. in which
- c. that
- d. , which

44.2. Relative pronoun hay adverb.

Chọn Relative Pronoun hay Adverb : who - ,who - whom - ,whom - that - which - ,which - whose - where - when - why and fill in the blank.

1. My son always likes stories _____ have happy endings.
2. Fortunately we had a map, without _____ we would have got lost.
3. We are looking forward to Tuesday, _____ results of the exam will be posted up.
4. Newsworthy events rarely happen in the small town _____ I was born.
5. I understand the reason _____ Margo got the leading role.
6. I had to clean the floor this morning _____ wasn't very much fun.
7. The commercial bottle cork is obtained from cork oak _____ grows in the Mediterranean region.
8. I like the novel *The Good Earth* by Pearl Buck _____ is the only American woman to win a Nobel prize for literature.
9. Earthworms breathe through their skin _____ must be kept moist.
10. The compass _____ had been brought to Europe from China in the 15th Century, helped seamen to navigate.
11. Marco Polo _____ traveled to the Orient with his father and uncle, wrote a book about his travels.
12. Immigrants _____ came to America after 1880 settled in large cities.
13. Amsterdam, Holland _____ is sometimes called the Venice of Northern Europe, has many canals.
14. Mother's Day _____ is celebrated in May, has been observed since 1914.
15. Simmons College was the school _____ I graduated from.

45. Adverbial Clause and Conjunctions

1. **Định nghĩa:** Adverbial Clause là một mệnh đề bắt đầu bằng một *subordinating conjunction*.

I had never expected to have a career as a librarian until I graduated from GSLIS, Simmons College, Boston, MA., USA.

2. **Conjunctions:** Là liên từ dùng để nối word với word; phrase với phrase; và clause với clause (hay sentence với sentence).

Minicomputer systems and related software made it attractive for vendors. (nối word với word)

Knowing where to look for the books and how to use them will usually lead to the right answer. (nối phrase với phrase)

Hardware does not always work and the problem is not always obvious. (nối clause với clause)

- 2.1. **Coordinating Conjunctions:** bao gồm **and** (và), **or** (hoặc), **but** (nhưng), **yet** (vậy mà), **nor** (cũng không), **for** (vì).

*Joan **and** Tim worked out on Saturday.*

*I'll meet you at the reference desk **or** in the computer site.*

*Eager to start her new job **but** sad at the thought of leaving home.*

*Slow **yet** thorough*

*She won't come to the seminar, **nor** will she explain why.*

*He felt no fear, **for** he was a brave man.*

Lưu ý: **for** chỉ dùng để nối clause với clause.

- 2.2. **Correlative Conjunctions:** bao gồm **both-and** (vừa-vừa), **either-or** (hoặc-hoặc), **neither-nor** (không-cũng không), **not only-but (also)** (không chỉ-mà còn).

*He **both** managed **and** taught.*

***Either** run slowly **or** walk fast.*

*I'll **neither** stay at home **nor** come to the library.*

*She is **not only** beautiful **but also** intelligent.*

Lưu ý: Sau ***nor***, ***neither***, ***not only*** là những từ mang tính phủ định, chúng ta phải dùng đảo ngữ (hoán đổi vị trí chủ ngữ với động từ).

*She won't come to the seminar, **nor will she** explain why.*

***Neither will I** stay at home **nor will I** come to the library.*

***Not only has he** a first class brain **but he is also** a tremendously hard worker.*

- 2.3. **Adverbial Conjunctions:** nối những clause (hay sentence) với nhau tạo nên cấu trúc kết hợp nhấn mạnh ý nghĩa của trạng từ (adverbial emphasis). Do đó những conjunction này còn mang tên ***Conjunctive Adverbs***.

Một số Adverbial Conjunction thông dụng:

- **Result:** *therefore* (vì thế), *so* (cho nên), *as a result* (vì), *consequently* (do đó).
- **Concession:** *nevertheless* (tuy thế mà), *yet* (tuy nhiên), *at any rate* (dù sao đi nữa), *still* (ấy thế mà), *after all* (rốt cuộc, xét cho cùng).
- **Apposition:** *for example* (ví dụ như), *for instance* (chẳng hạn như), *that is* (tức là), *namely* (ấy là, cụ thể là), *in other word* (nói cách khác).
- **Addition:** *moreover* (hơn nữa), *furthermore* (và lại), *also* (ngoài ra), *in addition* (thêm vào), *likewise* (tương tự như vậy), *further* (xa hơn nữa).
- **Time:** *meanwhile* (trong lúc đó), *in the mean time* (trong lúc ấy)
- **Contrast:** *however* (mặc dù), *instead* (thay vì, thay cho), *on the contrary* (trái với), *on the*

- **Summary:** *other hand* (mặt khác), *in contrast* (ngược lại), *rather* (hơn là).
- **Reinforcement:** *thus* (vì vậy), *in conclusion* (cuối cùng), *then* (rồi thi).
- **Reinforcement:** *further* (hơn nữa), *in particular* (nói riêng), *indeed* (quả thực), *above on* (cao hơn), *in fact* (thực tế là).

2.4. Subordinating Conjunctions: cũng là conjunction, nhưng chức năng không phải kết nối hai ý tưởng độc lập hay ngang nhau mà trình bày mối quan hệ giữa hai ý tưởng, trong đó có một mệnh đề phụ thuộc (dependent clause) hay mệnh đề phụ (subordinate clause). Mệnh đề phụ trong trường hợp này được gọi là ***Adverbial Clause***.

Một số Subordinating Conjunction thông dụng:

- **Time:** *when* (khi), *whenever* (bất cứ lúc nào), *after* (sau khi), *as* (ngay khi), *before* (trước khi), *till* (tới khi), *untill* (cho tới khi), *while* (trong khi), *as long as* (bao lâu mà), *as soon as* (đúng ngay khi).
- **Concession:** *though* (mặc dù), *although* (dẫu cho), *even though* (dù là), *even if* (ngay cho là), *whatever* (bất cứ điều gì), *whether* (cho dù có hay không).
- **Purpose:** *so that* (để), *in order that* (cốt để, mục đích để).
- **Condition:** *if* (nếu), *unless* (nếu không, trừ phi), *as long as* (miễn là), *provided that* (với điều kiện là).
- **Reason:** *because* (bởi vì), *since* (vì).
- **Result:** *so* (vì thế cho nên), *so ... that* (cho đến nỗi mà).

- **Comparison:** *as (như), just as (ngay như), as if (như thế), as though (cứ như là, dường như).*
- **Contrast:** *while (trong khi ngược lại), whereas (nhưng ngược lại).*

2.5. **Relative Conjunctions:** còn được gọi là **Relatives**: gồm có:

- **Relative Pronouns:** *who, whom, whose, which, và that.*
- **Relative Adverbs:** *where, when, why.*

The man who lives next door is working for your library.

Harvard square is the place where we come every weekend.

BÀI TẬP

45.1. Loại Conjunction

Xác định loại và chức năng Conjunction.

1. The disk pack or cartridge, is an exchangeable storage device used on mainframe computers.
2. Computers can be very addictive and it has not been unknown for the task of getting the hardware to work to become an end in itself.
3. There are, of course, still large mainframes in air-conditioned rooms, but computer-based control devices are now found almost everywhere, in cars, washing machines, dishwashers, videos.
4. The silicon chip is perhaps the most widely recognized and least understood piece of computer hardware.
5. Both fact and fiction books teach us things we have never known about people, places, and things.
6. The librarian of such a library either must acquire these skills or hire a consultant to support the operation of the system.
7. With an integrated system, the user is able not only to identify an item but also to ascertain whether the item is currently available for browsing or circulation.
8. Before the card catalog, most library catalogs were in book form, either printed or loose-leaf.
9. For a cataloging record to be machine readable, not only must it be input to a computer, but also its various elements must be tagged or labeled in such a way that they can be stored, manipulated, and eventually retrieved in all the ways that are appropriate for technical and reference services in libraries.

10. The distinction between mainframe, mini, and microcomputers has become impossible to maintain. In addition, a variety of display, storage and communication devices have emerged and begun to integrate around the desktop platform.
11. It is true that some levels of staffing can be reduced, usually at the lower pay levels. However, the automated systems always require additional staffing at higher pay levels for system management and system modification.
12. Certainly, powerful microcomputers can now run applications that would previously have been hosted on a remote mainframe; indeed, many minicomputer systems are faster and more powerful than machines claiming the title of mainframe.
13. They also may differ considerably in how individual records are formatted, that is, what they look like on cards, pages, or microform or computer screens.
14. As their library joined larger library systems or consortia, they had to automate, so that the library could participate in cooperative activities.
15. Exchangeable hard disks are available for microcomputers, although such units are normally only used for specialist applications which require that large files of data be transferred from one machine to another or where more data is needed than can be stored on a fixed disk.
16. Even though all books are in a sense answer books, some are written especially to answer questions.
17. If a reference book gives the wrong answer frequently, it does not deserve to be called a reference book.
18. No reference book can be so adequate that it gives all the information every reader may want.
19. When catalog records were manually produced – handwritten, typed, or typeset – there were only a few options for physical forms, considerations of cost and bulk placed a sever limit on the amount of information that could be included in a given record and on the number of access points that could be provided for it.
20. While catalogs aim to identify and list items in a collection, schemes of classification have a more general application in arranging documents in a sequence that will make sense and be helpful to the user.
21. Because they display subjects, and not documents, they can be used in several libraries, and some indeed have found applications in many different countries.
22. When a library's users can retrieve catalog records directly from a computer database, the library is said to have an online catalog.
23. The publication should be judged adequate if it furnishes the information that should be found within those limits.

24. There is no rule to cover all situations, although catalogers have been prone to follow the alphabetic order when there is no common usage.
25. National libraries strive principally to collect and to preserve the nation's literature, though they try to be as international in the range of their collections as possible.

45.2. Subordinating Conjunctions

Chọn Subordinating Conjunction đúng nhất rồi điền vào chỗ trống để kết hợp hai câu.

1. The dog did not stop barking _____ it was fed.
a. as b. when c. until d. after
2. A Boy Scout always does a good deed _____ he can.
a. when b. whenever c. as soon as d. as long as
3. He worked hard _____ he might earn more money.
a. for b. so that c. though d. as
4. Traveling by the car is convenient _____ you have somewhere to park.
a. so b. provided that c. because d. as if
5. You won't pass the examination _____ you study more.
a. if b. unless c. even though d. while
6. You can use my car _____ you drive carefully.
a. since b. as long as c. so that d. unless
7. The ceiling in this room doesn't look safe, _____ it 's going to fall down.
a. even if b. as if c. whereas d. as soon as
8. This year I am comparatively free, _____ last year I was very busy.
a. if b. in order that c. once d. whereas
9. Several formations of birds were flying northward, _____ I knew spring was on the way.
a. since b. so c. just as d. provided that
10. _____ you may say, I still think I did the right thing.
a. If b. Because c. Unless d. Whatever
11. She turned off the record player _____ she could study.
a. even if b. in case c. so that d. as
12. It looked dark and heavy _____ it was going to rain
a. as if b. unless c. although d. whereas

46.**Sentences**

1. Định nghĩa: Sentence hay Câu là một từ hay nhóm từ tự nó mang đầy đủ ý nghĩa. Câu được bắt đầu bằng một mẫu tự viết hoa và tận cùng bằng một dấu chấm câu cuối – một dấu chấm, dấu hỏi, hay dấu chấm than.

We stopped at the traffic light.

Did you stop?

Stop!

2. Mẫu câu căn bản – Basis Sentence Patterns.

Có năm mẫu câu căn bản:

– **subject + verb**

The students went out.

– **subject + verb + complement**

The library readers seem very pleased.

– **subject + verb + direct object**

The reference librarian interviewed the patron.

– **subject + verb + indirect object + direct object**

The president sent me the invitation letter.

– **subject + verb + direct object + complement**

They considered you an outstanding librarian.

3. Loại câu.

Có ba loại câu:

- Simple sentence – Câu đơn
- Compound sentence – Câu kép
- Complex sentence – Câu phức

3.1. Simple Sentence: Gồm có một *subject* hay *subject group* và *predicate* hay *verb group*.

Ví dụ: **Subject**

She

Predicate

is studying Computer Science.

The book on the table belongs to the man over there.

3.2. Compound Sentence: Gồm hai hay nhiều *simple sentences* nối với nhau bằng :

- dấu chấm phẩy (;)
- 1 conjunction trong các loại :
 - Coordinating conjunction
 - Correlative conjunction
 - Adverbial conjunction

The circulation desk is on the 9th floor; the reference department is on the 10th floor. (dấu chấm phẩy)

Information has always been considered a means for control and the Information Age has intensified this concept.
(Coordinating conjunction)

Information is not only the most basic aspect of our society, but is one of the most essential. (Correlative conjunction)

They also may differ considerably in how individual records are formatted, that is, what they look like on cards, pages, or microform or computer screens. (Adverbial conjunction)

3.3. Complex Sentence: Cũng gồm hai hay nhiều *simple sentences* nối với nhau, nhưng những thành phần trong complex sentence có mức độ quan trọng khác nhau. Do đó luôn có 1 mệnh đề chính (*main / independent clause*) và 1 hay nhiều mệnh đề phụ (*subordinate clause*). Main clause thường có thể đứng độc lập.

3.3.1. Thành lập Complex Sentence:

Thành lập complex sentence bằng cách sử dụng ba *clauses* sau đây như là những mệnh đề phụ:

- **Adverbial Clause:** Nối những mệnh đề với nhau bằng *subordinating conjunction*.

He ran as if the ghost was after him.

No reference book can be so adequate that it gives all the information every reader may want.

- **Noun Clause:** Được dùng như *noun equivalent*.

I don't know if the library is opened on Sundays.

It should first be made clear that past generations were very much concerned about information.

- **Relative Clause:** Sử dụng *relative pronoun* và *relative adverb* đứng sau những *antecedent*.

I enjoy reading books in our college library where the clerks are very warm and thoughtful.

There are a number of factors that characterize the Information Age.

3.3.2. Compound – Complex Sentence:

Một câu có thể kết hợp cả compound lẫn complex sentence, trong trường hợp đó ta có thể gọi là **Compound – Complex Sentence**

The mission of our library is that the circulation department is to serve the teaching and study of faculty and students and that the reference department is to meet the information need for everybody.

The designation "Information Age" means that the idea of information is recognized as a natural phenomenon and the study of its nature is a prime concern.

BÀI TẬP

46.1. Compound Sentences.

Kết hợp hai câu thành một Compound Sentence

1. The library closes on Sundays.

It is opened from 7:30 A.M. to 9:00 P.M. all weekdays.

2. The food at the new French restaurant is exceptionally good.

- The prices are exceptionally high.
3. I am going to take piano lessons this fall.
I may take guitar lessons, too.
 4. Our trip across Kansas was long and uneventful.
The trip across Kansas took an entire day.
 5. They worked hard for the final test.
They didn't pass.

46.2. Complex Sentences.

Kết hợp hai câu thành một Complex Sentence. Dùng **relative clause, noun clause, và adverbial clause.**

1. Tim had never been on a train before.
He was too excited to sit still.
2. Most of my mother's letter was about the boy next door.
His sister was as pretty as a fairy.
3. Susan was not telling the truth.
We were sure of that.
4. Aunt Helen did not tell Dad that story.
That fact made me realize her great kindness.
5. Henry was late.
He stopped at the drugstore to make a phone call.
6. He goes golfing three or four times a week.
His game never seems to improve.
7. We can play tennis.
It doesn't rain.
8. Those are the books.
She borrowed to read on her vacation.
9. Why do you know?
How much is the book I have lost?
10. He ran very fast.
He should catch the last train.

26.3. Loại câu

Xác định những nhóm từ sau đây là:

- a. một simple sentence
- b. một compound sentence
- c. một complex sentence
- d. một compound - complex sentence
- e. not a sentence.

1. It is his opinion that the fine is too high.
2. Occasionally penicillin produces more harmful reactions, yet it still remains a miracle drug.
3. The profession of handling information was not invented in the last hundred years.
4. The Information Society is a different, independent facet of our society, influencing the entire society, but not replacing everything else wholesale.
5. On the day you renewed the book.
6. One of the tragedies of the human condition is that we lack the information we need to optimize our place in the scheme of things
7. The fish will swim around the pond or lake and eat the mosquito eggs before they have time to hatch.
8. There is a high concentration of people and resources involved in the fundamental tasks of creating and disseminating information.
9. The students waiting for taking oral exam look nervous.
10. When electronic mechanisms became available.
11. Most all industries are rapidly realizing that accurate, readily accessible information is the key to success.
12. Dr. Alexander Fleming looked for a substance that would kill deadly bacteria.
13. We are being told, rather frequently, that this is the Information Age and that the key to success and a happy life is knowledge access and connectivity, preferably through electronic devices.
14. The concept of information for control has other endless examples, going back into the twilight of humankind's appearance.
15. Several decades ago librarians talked about an "Information Age", then this terminology was picked up by the computer world.
16. During and after World War II, there was an increasing recognition of the central role of information in individual, social, economic, and cultural affairs, which brought on an interest in the concept of information itself.
17. We are being told, rather frequently, that this is the Information Age and that the key to success and a happy life is knowledge access and connectivity, preferably through electronic devices.
18. It is popular to say that the Industrial Society gave way to the Information Society.
19. Closely related to that is the increasing amount of information in new forms which cannot be handled with traditional techniques.
20. During this period of time, the Information Age was fueled by a revolution in information technologies, but over the decades that followed, it was realized that computers and communication devices were only one dimension of the information world.

PHẦN 2
Practice
Reading Comprehension
Thực hành đọc hiểu chuyên ngành
Thông tin Thư viện

UNIT 1

LIBRARY PEOPLE

Without people, a library would be a mere place, a warehouse. Above all it is people using a library who make it come alive, but people are also needed to make a library work. Even the computerized memory cells of the future could not function without library people – the professionals called librarians and the many who help them.

On any given day, one person may return half a dozen books, a magazine or two, and several records to the library. Multiply that by several hundred or several thousand, and the result is a mountain of materials that must be sorted and put back in the right place. This is usually the work of a library page. Sorting and shelving are also done by temporary student employees, or student assistants. Pages have to be accurate – a book or magazine or record misplaced is as good as lost for days, weeks, or months.

Library clerks work out in front or behind the scenes. A clerk who deals with the public may help a youngster register for a library card, check materials in and out, collect overdue fines, help renew or reserve materials, or show someone how to operate a copying machine. A copying machine or charge-out machine can be mastered in a matter of minutes. What can't be mastered as easily is a pleasant attitude toward all people, stringing from a desire to help them. Such an attitude is a must for all library people dealing with the public.

A clerk who prefers to work behind the scenes may file and keep records, check in new materials and get them ready for use, type overdue notices in libraries where this isn't done by computer, operate a teletype, feed a computer the information needed to order a book or record or film. Both out-front and behind the scenes clerks need a high school diploma usually, or the ability to pass a civil service exam. All clerks work under the supervision of a librarian or library aide, and student assistants often do clerical work.

A librarian in a modern school may be called a media specialist. In a computerized business library, the librarian may be called an information scientist, or documentalist. There are children's librarians and young adult librarians in public libraries, university librarians in university libraries. All librarians, whatever their work, have this in common: they are members of a profession in the service of mankind – like teachers, like doctors. Librarians also share knowledge and skills learned in college, in library school after college, and on the job.

A librarian does three main kinds of work: Selecting materials for the library, organizing them so that they'll be easy to find and use, and helping people get materials or information they need. To select materials, a librarian finds out what the library's users and potential users need. Rarely, if ever, can a library afford to buy all materials needed. So the librarian must be an expert not only on what materials are available but on which are more dependable, more useful to the library than others. To make room for new materials, the librarian regularly reviews the library collection, removing materials no longer useful. A good collection offers many points of view on any given subject. An important part of the librarian's job is to resist pressure from special groups who want to get rid of – or add – material because of the point of view.

Helping people get materials or information they need is circulation and reference work. The librarian in charge of circulation supervises the use of all materials. In many large libraries, this librarian works behind the scenes in a private office. Clerks usually issue library cards, lend and receive materials, keep records of materials borrowed, collect fines for materials that are overdue, and even help people find materials they want. The way in which each such job is done is determined by the librarian in charge. Much circulation work is automated in libraries today – there are computerized systems to keep a record of materials lent and returned, for instance.

Nobody knows all the answers. The librarian in reference pursues a deeper wisdom – to understand all the questions. To learn what exactly the questioner is trying to find out, a reference librarian must be an expert interviewer. The whole point of reference work is personal assistance, either finding the answer or guiding a person to it. The same question may call for

different types of help – for people of different ages and backgrounds, for example. Much reference work is done by phone.

The Librarian as Specialist: The three main kinds of library work are part of every librarian's education. But, as in other professions, many librarians become specialists. An acquisitions librarian specializes in locating and ordering materials as a cataloger in organizing materials, a reference librarian in helping people get information. In many school and public libraries there are media specialists and readers' advisers. A media specialist is an expert on the use of all materials, both print and nonprint. A readers' adviser helps choose materials or prepares a special reading list for a particular person. Readers' advisers in hospital and prison libraries practice bibliotherapy, helping treat the sick, the disturbed, the downhearted with books and other materials.

Public librarians may specialize by age group of user. A children's librarian must know about such things as child behavior, what children study in school, nonprint materials and their uses, the teaching of reading, children's literature, and how to tell a story. Guiding children in their reading is an important part of the work. So are selecting materials, holding story hours, working with parents and Parent-Teacher Associations, visiting nearby classrooms, teaching the use of the library, and planning such special projects as Book Week.

Many academic and research librarians are subject or language specialists. Such librarians usually have special training in music, or African materials, or Spanish and Portuguese literature, or the sciences, or whatever. Subject specialists are found also in government libraries – archivists specializing in historical papers, librarians specializing in law.

There are many subject specialists in special libraries. The special librarian makes searches for information – helping an engineer gather materials for a report, preparing a reading list on water pollution for a steel company executive. Because engineers, doctors, and other specialists don't have time to read everything published in their field, the special librarian may review and summarize new articles and reports. Such summaries, or abstracts, keep busy people up to date and help them decide what to read for

more information. Another part of special library work is having important articles and reports translated. Information searches are made more and more with the help of computers. Some translation, too, is done by machine, but there are serious problems involved. Because special librarians often make much use of other libraries, they must know not only their own but other library collections in their subjects. Special librarians often have advanced training in the field of concentration of their library. They should also have a background in library technology, automation being common in special libraries.

Many librarians do not specialize. They are generalists, working with a variety of groups and subjects. Included among generalists are most school librarians. School librarians work closely with teachers in helping students get the reading habit, learn study skills, and understand how to use a library. Besides an understanding of children or young adults, school librarians need a background in print and nonprint materials. In many places also, a school librarian must be qualified as a teacher. This is especially important learning lab, an extension of the classroom.

The Librarian as Information Scientist: A librarian is a mover of ideas, of information from one mind to another. So it is not enough to know library science. A librarian must understand the bigger picture called information science, of which library science is only a part. To teach the use of a library, a librarian must understand how people think when they attack look it up problems. That's part of information science. To index a vertical file, a librarian must understand how language works. That, too, is part of information science.

A librarian often has to know something about computers to work with them. In addition he or she may need some math to use computer language. Both mathematics and computer technology are part of information science. To run a library, the librarian must learn techniques for analyzing and improving a system. Information science includes systems management, too.

Many librarians who work in automated libraries are called information scientists.

VOCABULARY

- library (n.) : thư viện
 - national library : thư viện quốc gia
 - academic library : thư viện đại học
 - special library : thư viện chuyên ngành
 - public library : thư viện công cộng
 - school library : thư viện trường học
 - digital library : thư viện số
 - university library : thư viện trường đại học
 - government library : thư viện chính phủ
 - library system : hệ thống thư viện
 - library association : hiệp hội thư viện
 - library club : câu lạc bộ thư viện
- mere (adj.) : không đáng kể; chỉ là
- place (n.) : địa điểm, nơi
 - place (v.) : đặt vào chỗ, đặt hàng, chỉ định, nhớ ra
 - place subdivision = geographic subdivision : tiểu phân mục địa lý
- warehouse (n.) = storehouse : kho, kho chứa hàng
 - warehouse (v.) : cất, gởi
- computerize (v.) : trang bị máy tính, tin học hóa
 - computer (n.) : máy tính
 - computer science : khoa học máy tính, tin học, điện toán
 - computer application program : chương trình ứng dụng
 - computer-assisted retrieval : truy hồi bằng máy tính
 - computer-based circulation system : hệ thống lưu hành bằng máy tính
 - computer graphic : đồ họa vi tính
- memory (n.) : trí nhớ, bộ nhớ
 - memory = storage : kho lưu trữ, bộ nhớ
- function (n.) : nhiệm vụ, chức năng
 - function (v.) : điều hành, hoạt động
- professional (adj.) : chuyên nghiệp
 - professional (n.) : nhà chuyên môn, người trong nghề
 - professional personnel : nhân viên chuyên nghiệp
 - professional positions : chức vụ chuyên môn
- magazine (n.) : tạp chí, tạp san, hộp đựng phim

- multiply (v.) : nhân rộng, gia tăng
 - multimedia : đa phương tiện
- mountain (n.) : núi, hàng đống
- sort (n.) : thứ hạng, một bộ, phương pháp
 - sort (v.) : phân loại, phân tách, sắp đặt có thứ tự
 - sort: bộ chữ
 - sorter: máy chọn, máy lựa
- temporary : tạm thời, nhất thời
 - temporary cataloging : biên mục tạm thời
 - temporary storage = working storage: kho tạm
- employee (n.) : người làm công, công nhân
- assistant (n.) : người giúp việc, phụ tá
 - assistant/associate director : phụ tá/phó giám đốc
 - assistant department head : phó ban
 - assistant librarian : phụ tá quản thủ thư viện
- accurate (adj.) : thật đúng, chính xác
- clerk (n.) : thư kí, người bán hàng
 - clerk = library clerk : nhân viên thư viện, thủ thư
- scene (n.): quang cảnh, hậu trường, bối cảnh
- deal (n.): sự phân phối, sự giao dịch, số lượng
 - deal (v.): chia sẻ, đổi đãi, quan hệ
- youngster (n.): người thanh niên, thanh nữ
 - young adult room : phòng đọc sách thanh niên
- register (n.) : sổ sách, máy ghi, máy điều chỉnh
 - register (v.) : vào sổ đăng ký, gửi
 - registration: ghi danh, đăng ký
 - registration file: hồ sơ ghi danh
- overdue (adj.): quá hạn, quá chậm
 - overdue notice: thư đòi tài liệu mượn quá hạn
- renew (v.): làm mới lại, tái lập, gia hạn thêm
- reserve (v.): để dành, giữ trước, hoãn lại
 - reserve collection: sưu tập dành riêng
 - reserved item: tài liệu dành riêng
- master (v.): chế ngự, làm chủ, thông thạo
 - master (n.): chủ nhân, thuyền trưởng, người chỉ huy
 - master: bản chính
 - master file: hồ sơ chính

- attitude (n.): tư thế, thái độ, quan điểm
- toward (adj.): dẽ bảo, ngoan ngoãn
 - towards (prep.): về phía, đối với, vì mục đích
- desire (n.): ước vọng, lời yêu cầu.
 - desire (v.): ưa thích, đề nghị
- public (adj.): công cộng, công khai, nổi tiếng
 - public (n.): quần chúng, nhân dân
 - public services: dịch vụ công cộng, công tác phục vụ bạn đọc
 - public service area: khu vực dịch vụ công cộng
- prefer (v.): bổ nhiệm, thích hơn, đề nghị
- teletype (n.): máy điện báo đánh chữ
 - teletype (v.): dùng máy điện báo đánh chữ
- diploma (n.): bằng cấp, bằng khen
 - diplomatics: văn thư học
- ability (n.): năng lực, tư cách, tài năng
- civil (adj.): thuộc về công dân, thuộc xã hội
 - civil law: dân luật
- supervision (n.): sự trông nom, sự giám sát
 - supervision: chức vụ chỉ huy
 - supervisor: người chỉ huy, người quản lý
 - supervisor computer program = operating system: hệ điều hành
- aide (n.): người phụ tá, viên trợ lí
- clerical (adj.): thuộc hàng tu sĩ, thuộc hành chánh
 - clerical staff: nhân viên văn phòng
- media (n.): phương tiện truyền thông
 - media technician: Kỹ thuật viên truyền thông
 - mass media = mass communications : truyền thông đại chúng
- documentalist = information scientist: nhà thông tin học
 - document (n.): tư liệu, bằng chứng
 - document (v.): cung cấp tư liệu, dẫn chứng
 - documentary information: thông tin tư liệu
 - documentation center: trung tâm tư liệu
 - document store: kho tư liệu
- common (adj.): chung, công cộng, thông dụng
- member (n.): hội viên, bộ phận, tử chi
 - membership (n.): tư cách hội viên, số hội viên
- mankind (n.) = humankind: nhân loại

- human (n.) (adj.) = con người
- main (adj.): chính yếu, quan trọng
 - main (n.): sức mạnh, khí lực
 - main library = central library: thư viện chính, thư viện trung tâm
- select (v.): lựa chọn, tuyển chọn
- material (n) : tài liệu
 - nonprint material = audiovisual material : tài liệu thính thị
- pressure (n.) : áp lực
- circulation (n.) : lưu hành
 - circulation desk : quầy lưu hành
- reference (n.): tham khảo; tham chiếu
- purse (v.) : theo đuổi
- wisdom (n.) : minh triết, uyên thâm
- bibliotherapy (n.) : trị liệu bằng sách
- specialist (n.) : chuyên gia
 - subject specialist : chuyên gia chủ đề
- archivist (n.) : chuyên viên lưu trữ
 - archives : tài liệu lưu trữ
- abstract (v.) (n.) : tóm tắt
 - abstracting and indexing : tóm tắt và chỉ mục
- collection (n.) : sưu tập, bộ sưu tập
 - library collection : sưu tập thư viện
 - digital collection : bộ sưu tập số
 - collection development : phát triển sưu tập
 - collection evaluation : đánh giá sưu tập
 - collection maintenance : bảo quản sưu tập
 - collect (v.) : thu thập, sưu tầm, tập hợp, tích trữ
- automation (n.) : tự động hóa
 - automate (v.) : tự động hóa
- run (v.): điều hành
- analyse (v.) : phân tích
 - system analyst (n.) : phân tích viên hệ thống

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BÀI TẬP

1.1 Xác định loại và chức năng của phrase và clause gạch dưới.

1. Without people, a library would be a mere place, a warehouse.
2. Above all it is people using a library who make it come alive.
3. The result is a mountain of materials that must be sorted and put back in the right place.
4. A clerk who deals with the public may help a youngster register for a library card, check materials in and out, collect overdue fines, help renew or reserve materials.
5. What can't be mastered as easily is a pleasant attitude toward all people, stringing from a desire to help them.
6. Such an attitude is a must for all library people dealing with the public.
7. A clerk who prefers to work behind the scenes may file and keep records, check in new materials and get them ready for use.
8. A clerk may type overdue notices in libraries where this isn't done by computer.
9. To select materials, a librarian finds out what the library's users and potential users need.
10. To make room for new materials, the librarian regularly reviews the library collection, removing materials no longer useful.
11. Helping people get materials or information they need is circulation and reference work.
12. Clerks usually issue library cards, lend and receive materials, keep records of materials borrowed, collect fines for materials that are overdue, and even help people find materials they want.
13. The way in which each such job is done is determined by the librarian in charge.
14. To learn what exactly the questioner is trying to find out, a reference librarian must be an expert interviewer.
15. The whole point of reference work is personal assistance, either finding the answer or guiding a person to it.
16. An acquisitions librarian specializes in locating and ordering materials as a cataloger in organizing materials, a reference librarian in helping people get information.
17. Because engineers, doctors, and other specialists don't have time to read everything published in their field, the special librarian may review and summarize new articles and reports.
18. Another part of special library work is having important articles and reports translated.

19. They should also have a background in library technology, automation being common in special libraries.
20. A librarian must understand the bigger picture called information science, of which library science is only a part.

1.2 Trả lời câu hỏi:

1. Who are library people?
2. What does a clerk do in a library ?
3. Who can assist librarians in library works ?
4. What are a librarian's main kinds of work ?
5. How does a librarian become a specialist ?
6. What may public librarians specialize by ?
7. What are the differences between a children 's librarian and a young adult librarian in a public library ?
8. What does a special librarian do to help engineers, doctors, and other specialists?
9. What does a school librarian concern with teachers in a school library ?
10. Why is a librarian considered an information scientist ?

UNIT 2

NATIONAL LIBRARIES

In most countries, there is a national or state library or group of libraries maintained by national resources, usually bearing responsibility for publishing a national bibliography and for maintaining a national bibliographical information centre. National libraries strive principally to collect and to preserve the nation's literature, though they try to be as international in the range of their collections as possible.

Most national libraries receive, by legal right, one free copy of each book and periodical printed in the country. Certain other libraries throughout the world share this privilege, though many of them receive their legal (or copyright) deposit only by requesting it.

The Bibliothèque Nationale in Paris, the British Library in London, and the Library of Congress in Washington, D.C., are among the most famous and possibly the most important national libraries in the Western world. Their importance springs from the quality, size, and range of their collections, which are comprehensive in scope, and from their attempts to maintain their comprehensiveness. They achieve the latter quality with diminishing success in view of the vastly increased number of publications that daily appear throughout the world, the failure of publishers to provide legal-deposit copies, and the difficulty of ensuring adequate representation of publications issued in the developing countries.

The Bibliothèque Nationale was before the Revolution known as the Bibliothèque du Roi and owes its origin (as is indicated above) to Charles V. It was the recipient during the 15th and 16th centuries of a number of important collections of manuscripts; in 1617, under the librarianship of the great collector de Thou, its right to legal deposit was reaffirmed and continued to be rigidly enforced. In the first quarter of the 18th century four of the library's departments (of prints, coins, printed books, and manuscripts) were created; it was opened to the public in 1735. Enormous additions accrued to the library as a result of the French Revolution and the confiscation of aristocratic and church private collections. The catalog of the

library on cards was completed under the librarianship (1874-1905) of Léopold Delisle, and in 1897 he made a start to the task of compiling a printed catalog in volume form.

The present-day Bibliothèque Nationale plays a leading role in the French national library service. It houses the Direction des Bibliothèques, which oversees all public libraries, and participates in the training of library professionals. The library has undertaken the retrospective conversion of its catalog into machine-readable form.

The British Library. For more than two centuries the British Museum combined a great museum of antiquities with a great comprehensive library. The library was founded in 1753 by the acceptance of the bequest of the collections of Sir Hans Sloane, physician to King George built up on the basis of two other important collections, that of Sir Robert Cotton and that of Edward and Robert Harley, earls of Oxford; to these were added the Royal Library, given by George II in 1757. With this collection came also the right to legal deposit of one copy of every book published in the British Isles; this right is generally enforced, yet many titles arrive only slowly and some not at all. These four basic collections were notably enlarged during the first century of the library's history by the addition of many private collections, including the libraries of King George III (1823) and of Thomas Grenville (1846). Sir Anthony Panizzi reorganized the library; he was also responsible for its printed catalog, made between 1881 and 1905.

The British Museum Library was separated from the Museum under the British Library Act of 1972 and by July 1, 1973, was reorganized as the British Library Reference Division. The British Library Lending Division was formed from the amalgamation of two previously existing libraries: the National Central Library, which grew out of the Central Library for Students, founded in 1916 and was the centre for interlibrary lending from 1927 and which had a collection of some 400,000 books and periodicals, mainly in the humanities and social sciences; and the National Lending Library for Science and Technology, which had been opened in 1962 by the Department of Scientific and Industrial Research. The Lending Division is located in Yorkshire and operates an extensive lending service through the mail.

The British Library Bibliographic Services Division was formed from the British National Bibliography Ltd , an independent organization set up in 1949 to publish a weekly catalog of books published in the United Kingdom and received at the British Museum by legal deposit. The British Library Bibliography, as this weekly catalog was called, quickly established itself as a foremost reference work, both for book selection and cataloging and for reference retrieval. Since the reorganization of 1973 the division has continued and expanded the computerizing of current cataloging and the central provision of both printed cards and machine-readable entries. The BLAISE service (British Library Automated Information Service) offers a cataloging facility to any library wishing to participate, and the Bibliographic Services Division and its predecessor, the British National Bibliography, have cooperated closely with the U. S. Library of Congress in the Project for Machine-Readable Cataloging (MARC), which provides on-line access to the catalogs of the current acquisitions of the British Library Reference Division and the Library of Congress.

The U.S. Library of Congress, in Washington, D.C., probably is the largest national library, and its collection of modern books is particularly extensive. It was founded in 1800 but lost many books by fire during a bombardment of the Capitol by British troops in 1814. These losses were to some extent made good by the purchase of Thomas Jefferson's library shortly thereafter. The library remained a strictly congressional library for many years, but, as the collections were notably enlarged by purchases and by additions under the copyright acts, the library became and remained – in effect, although not in law – the national library of the United States. The public has access to many of the collections.

The Library of Congress makes its catalog available to many thousands of subscribing American libraries and institutions. The service was begun by Herbert Putnam, in 1902, printed cards were used, and in the first year there were 212 subscribers.

The library's impact on librarianship has always been of the highest value. Through the Library of Congress Classification, the printed catalog cards, and the Project for Machine-Readable Cataloging, the library's practices are widely followed. It publishes the National Union Catalog, its

many editions totaling several hundred volumes and representing the stock of several thousand libraries. The library began producing most of the catalog on microfiche in 1983.

Russian State Library. Of a size and importance comparable to the Library of Congress, the Russian State Library (formerly called the Lenin Library), in Moscow, is the national library of Russia. It receives several copies of all publications from throughout the country and distributes copies to specialist libraries. It issues printed cards for the Bibliography of Periodicals, 1917-1947 and for a cooperative catalog that lists the holdings of the Russian State Library, the Saltykov-Shchedrin Public Library in St. Petersburg, the Library of the Russian Academy of Sciences also in St. Petersburg, and the Central Book Office. It organizes domestic and international lending and exchanges and offers courses of lectures for professional education and also for readers. It formerly produced the Soviet Library - Bibliographical Classification scheme based on a Marxist-Leninist classification of knowledge.

VOCABULARY

- national (adj.) : thuộc về dân tộc, quốc gia
 - nation (n.) : dân tộc, quốc gia
 - the United Nation Organization : tổ chức Liên hiệp quốc
- country (n.) : quốc gia, tổ quốc, quê hương, miền quê
 - country life : đời sống nông thôn
- state (n.) : trạng thái, tình trạng, chính phủ, tiểu bang
 - state (v.) : phát biểu, tuyên bố, sắp đặt, ấn định
 - state library = national library
- group (n.) : tốp, đoàn, nhóm, cùng ngành nghề
 - group (v.) : họp thành tốp, phân chia nhóm
 - grouped (adj.) : được lập thành nhóm
- resources (n.) (pl.) : tài nguyên, tư liệu
 - information resources : tài nguyên thông tin
 - resource center : trung tâm tư liệu, trung tâm tài nguyên
 - learning resource center : trung tâm tài nguyên học tập, trung tâm học liệu

- bearing (n.) : sự chịu trách nhiệm, sự liên hệ
 - bear (v.) : chịu
 - to bear the responsibility of st.: chịu trách nhiệm về một việc
- publishing (n.): nghề hay công việc xuất bản sách
 - publish (v.): xuất bản, truyền bá, công bố
 - publisher (n.): nhà xuất bản, người xuất bản
- bibliography (n.) : (1) thư mục, thư mục học; (2) thư tịch
 - bibliographer (n.) : nhà thư mục học
 - bibliographic (adj.) : thuộc về thư tịch
 - bibliographic control : kiểm soát thư tịch
 - bibliographic record : biểu ghi thư tịch
 - bibliographic file : tập tin thư tịch
 - bibliographic metadata : siêu dữ liệu thư tịch
 - bibliographic utility : mạng công cụ thư tịch
- information (n.): thông tin
 - informatics (n.) = information science
 - information science : khoa học thông tin, thông tin học
 - information center : trung tâm thông tin
 - information technology : công nghệ thông tin
 - information age : kỷ nguyên thông tin
 - information society : xã hội thông tin
 - information and documentation center : trung tâm thông tin tư liệu
 - information literacy: kiến thức thông tin, nhận biết thông tin
 - information overload: quá tải thông tin
- strive (v.) (stroved, striven): cố gắng, tranh đấu
 - striver (n.): người cố gắng rất nhiều
- principally (adv.): phần lớn, phần chủ yếu
- principal (adj.): chính, thiết yếu
 - principal (n.): hiệu trưởng, diễn viên chính, người chủ
- principle (n.): căn bản, nền tảng, nguyên tắc
- preserve (v.): giữ gìn, bảo tồn, dành riêng, giữ lại
 - preservable (adj.): có thể giữ gìn, để dành
 - preserver (n.): người bảo quản, người duy trì
- literature (n.): tác phẩm văn học, sách vở, tài liệu
 - mathematical literature : tài liệu về toán học
 - literature search : truy tìm tài liệu
 - literate (adj.): có học, có văn hóa

- international (adj.) : thuộc quốc tế, tính quốc tế
- range (n.) : một hàng, lãnh vực, phạm vi, khu vực
- receive (v.) : nhận, thu được
 - received (adj.) : được công nhận, được thừa nhận
 - the received version : bản dịch được công nhận
- legal (adj.) : hợp pháp, thuộc về luật pháp, công bằng
 - legal deposit = copyright deposit : nộp bản lưu chiểu
- right (n.) : điều phải, quyền hạn
 - right (adj.) : ngay thẳng, chính trực
 - right reading : đọc xuôi
- free (adj.) : tự do, riêng lẻ, trống, miễn phí
 - free-standing stacks : kệ sách đứng riêng
 - free software : phần mềm tự do
- copy (n.) : bản sao, bản in, cuốn, bản thảo
 - copy (v.) : sao lại, bắt chước, mô phỏng
 - copyright (n.) : quyền tác giả, bản quyền
 - copyright (v.) : giữ quyền tác giả
 - copyrighting (n.) : việc nộp lưu chiểu
 - copy number : số bản
- periodical (adj.) : định kì, xuất bản định kì
 - periodical (n.) : ấn phẩm định kì
 - periodical collection : sưu tập ấn phẩm định kì
 - periodical index : chỉ mục ấn phẩm định kì
- throughout (prep.) : khắp cả, suốt
- privilege (n.) (v.) : đặc quyền, đặc ân
- deposit (n.) : tiền kí quỹ, đặt cọc
 - deposit - deposit (v.) : đặt, thế chân, nộp lưu chiểu
 - to deposit duty copies of a book : nộp lưu chiểu 1 cuốn sách
- Bibliothèque Nationale : Thư viện Quốc gia Pháp
- British Library : Thư viện Quốc gia Anh
- Library of Congress : Thư viện Quốc hội Hoa Kì
- Russian State Library : Thư viện Quốc gia Nga
- comprehensive (adj.) : tổng hợp, bao hàm
 - comprehensiveness (n.) : tính chất bao hàm
- scope (n.) : cơ hội, phạm vi, lãnh vực hoạt động
- attempt (v.) (n.) : cố gắng, thử
- achieve (v.) : đạt được, hoàn thành

- diminishing (adj.) : hạ, giảm bớt
- recipient (adj.) : dễ thụ cảm, người thừa hưởng
 - recipe (n.) : bảng chỉ dẫn, phương pháp, công thức chế biến
- manuscript (adj.) (n.) : bản thảo viết bằng tay
 - manuscript group : nhóm tài liệu lưu trữ, văn khố
- librarianship (n.) : nghề thư viện, nghiệp vụ thư viện
- reaffirm (v.) : xác nhận lại, quả quyết lại
- rigidly (adv.) : một cách nghiêm khắc, cứng rắn
 - rigidty (n.) : sự nghiêm khắc, sự khắt khe
- enforce(v.) : làm cho có hiệu lực, bắt thi hành, bắt buộc
- accrued (adj.) : dồn lại, tích lũy
- confiscation (n.) : tịch thu
 - confiscate (v.) : tịch thu, sung công
- aristocratic (adj.) : thuộc chế độ quý tộc
- task (n.) : việc phải làm, công việc
- compile (v.) : biên soạn, thu thập, gộp nhặt tài liệu
 - compiler : người biên soạn
- participate (v.) : tham dự participant (n.) : người tham dự
- undertake – undertook - undertaken : đảm nhận, đồng ý
- retrospective (adj.) : hồi cố
 - retrospective bibliography : thư mục hồi cố
 - retrospective conversion : chuyển đổi hồi cố
- machine-readable form : dạng máy đọc được
 - MARC = Machine Readable Cataloging : biên mục máy đọc được
 - MARC format : khổ mẫu MARC
- combine (v.) : kết hợp, phối hợp, liên kết
 - combination (n.) : kết hợp, tổ hợp kết
- museum (n.) : viện bảo tàng
- antiquity (n.) : thời xa xưa, thượng cổ
 - antique (adj.) : thuộc về thời cổ, quý hiếm
- acceptance (n.) : bằng lòng, thu nhận
 - accept (v.) : công nhận
- bequest (n.) : vật để lại, tài sản kế thừa
- notably (adv.) : đáng kể, đáng nói, nổi tiếng
- enlarge (v.) : khuếch trương, mở rộng
- reorganize (v.): tổ chức lại, chỉnh trang lại
- amalgamation (n.) : pha trộn, hợp nhất

- amalgamate (v.) : tập hợp, kết hợp lại
- operate (v.) : vận dụng, có tác dụng, thi hành
 - operative (adj.) : thi hành, được áp dụng
- extensive (adj.) : rộng lớn, quy mô lớn
 - extension (n.) : mở rộng, phần phụ
- foremost (adj.) : hạng nhất, đi trước
 - foreword : lời tựa
- retrieval (n.) : truy hồi, phục hồi, lấy lại
 - retrieve (v.) : truy hồi, tìm lại được, thu hồi
- provision (n.) : dự bị, sắp đặt trước, dự phòng
 - provisional edition = preliminary edition : ấn bản dự phòng
- predecessor (n.) : người đi trước, việc thay thế
- access (n.) (v.) : truy cập, tiếp cận
 - access point : điểm truy cập
 - access time : thời gian truy cập
 - accession : đăng ký
 - accession book = accession record : sổ đăng ký
 - acquisition (n.) : đạt được, thu được, bổ sung
 - acquisitions department : ban bổ sung
 - acquisition services : công tác bổ sung
 - acquisition files : hồ sơ bổ sung
 - acquisition librarian : cán bộ bổ sung
- bombardment (n.) : ném bom, oanh tạc
- troops (n.) : quân đội
- purchase (n.) : mua sắm, vật mua, điểm tựa, lợi tức
 - purchase (v.) : mua sắm
 - purchase order : đơn đặt hàng
 - purchasing agent = agent : nhà đại lý
- thereafter (adv.) : sau đó, về sau, sau này
- remain (n.) : vật còn lại, di tích, di cảo
 - remain (v.) : giữ lại, tồn tại
 - remainder : sách tồn kho
- subscribe (v.) : đặt mua
 - subscription book: sách đặt mua trước khi xuất bản
- inception (n.) : bắt đầu, khai mạc, sự hấp thụ
 - incept (v.) : khởi đầu, hấp thu
- impact (n.) (v.) : tác động, ảnh hưởng lớn

- stock (n.) : tích trữ, hàng hóa, tiền vốn
- microfiche (n.) : vi phiếu
 - microfiche catalog : mục lục vi phiếu
 - microfiche reader : máy đọc vi phiếu
 - microfilm : vi phim
 - microform : vi phẩm
- distribute (v.) : chia phần, phân chia
 - distributor : nhà phân phối
- cooperation (n.) : hợp tác, phối hợp
 - cooperative acquisition : bổ sung hợp tác
 - cooperative cataloging : biên mục hợp tác
- academy (n.) : viện hàn lâm, học viện
 - academic (adj.) : học thuật, đại học
 - academic resource center : trung tâm tài nguyên đại học
 - academic status : quy chế đại học
- domestic (adj.) : nội địa
- exchange (v.) (n.) : trao đổi, thị trường
- scheme (n.) : sự hòa hợp, kế hoạch; biểu đồ, khung
 - scheme (v.) : đặt kế hoạch, xếp chương trình
 - Library - Bibliographical Classification scheme : Khung Phân loại thư viện - thư mục (BBK)

BÀI TẬP

2.1 Xác định loại và chức năng của phrase và clause gạch dưới.

1. In most countries, there is a national or state library or group of libraries maintained by national resources, usually bearing responsibility for publishing a national bibliography and for maintaining a national bibliographical information centre.
2. National libraries strive principally to collect and to preserve the nation's literature, though they try to be as international in the range of their collections as possible.
3. Most national libraries receive, by legal right, one free copy of each book and periodical printed in the country.
4. Their importance strings from the quality, size, and range of their collections, which are comprehensive in scope, and from their attempts to maintain their comprehensiveness.

5. They achieve the latter quality with diminishing success in view of the vastly increased number of publications that daily appear throughout the world.
6. The failure of publishers to provide legal-deposit copies, and the difficulty of ensuring adequate representation of publications issued in the developing countries
7. In 1617, under the librarianship of the great collector de Thou, its right to legal deposit was reaffirmed and continued to be rigidly enforced.
8. In 1897 he made a start to the task of compiling a printed catalog in volume form.
9. It houses the Direction des Bibliothèques, which oversees all public libraries, and participates in the training of library professionals.
10. With this collection came also the right to legal deposit of one copy of every book published in the British Isles.
11. The British Museum Library was separated from the Museum under the British Library Act of 1972.
12. The National Central Library, which grew out of the Central Library for Students, founded in 1916 and was the centre for interlibrary lending from 1927.
13. The National Lending Library for Science and Technology, which had been opened in 1962 by the Department of Scientific and Industrial Research.
14. The British Library Bibliographic Services Division was formed from the British National Bibliography Ltd., an independent organization set up in 1949 to publish a weekly catalog of books published in the United Kingdom and received at the British Museum by legal deposit.
15. Since the reorganization of 1973 the division has continued and expanded the computerizing of current cataloging and the central provision of both printed cards and machine-readable entries.
16. The BLAISE service (British Library Automated Information Service) offers a cataloging facility to any library wishing to participate.
17. The Bibliographic Services Division and its predecessor, the British National Bibliography, have cooperated closely with the U. S. Library of Congress in the Project for Machine-Readable Cataloging (MARC), which provides on-line access to the catalogs of the current acquisitions of the British Library Reference Division and the Library of Congress.
18. Through the Library of Congress Classification, the printed catalog cards, and the Project for Machine-Readable Cataloging, the library's practices are widely followed.
19. The library began producing most of the catalog on microfiche in 1983.
20. It formerly produced the Soviet Library - Bibliographical Classification scheme based on a Marxist-Leninist classification of knowledge.

2.2 Trả lời câu hỏi:

1. What is the mission of a national library ?
2. What are the most famous national libraries in the world ?
3. What is the leading role of the present-day Bibliothèque Nationale in the French national library service ?
4. Who first donated books for the British Library ?
5. How were the British Library Reference Division, the British Library Lending Division, and the British Library Bibliographic Services Division founded ?
6. Why was the largest national library in the world burnt ?
7. What was the catalog service of the U.S. Library of Congress ?
8. When did the U.S. Library of Congress begin producing the catalog on microfiche ?
9. What was the national library of Russia formerly called ?
- 10.What did the Library - Bibliographical Classification scheme (BBK) base on?

UNIT 3

ACADEMIC LIBRARIES

HUniversity of Illinois president Edmund J. James, in a speech to the Board of Trustees on September 7, 1912, said: "Among the institutes or departments of a university, none is of more fundamental necessity than the academic library. No scientific work can be done nowadays of any real value, aside from those extraordinary cases of genius which occur now and then in human history and which seem to be independent of all conditions and exceptions to all rules, without the aid of an adequate library."

Academic institutions and academic libraries play their important role in giving right direction to the cultural, political, social, scientific and technological development of a nation. These two go side by side and help in promoting the formal education for around development of the students. If the academic institutions are body, the libraries attached to them function as heart. Without heart there cannot be a body and without body one cannot think of a heart to function. Being the heart of the academic institutions, the importance of the libraries is much more. To support this statement, the words of "Downs" are quoted:

"Much teaching and research are crippled by poor libraries ... there is no better way to judge the quality of an educational institution than to look at its library. If the library is weak the institution itself is mediocre and as a corollary if the university or college has a strong library, there is every probability that the institution itself is outstanding. The better the library, the stronger faculty, the college will be able to hold and the higher quality students it will draw".

The libraries do contribute in developing and making available basic resources for study and research and fulfill their main job for which these academic institutions have been founded.

The academic libraries like academic institutions have been divided in three basic categories. The first being the school libraries which include primary, middle, secondary and higher secondary school. The important

functions of an academic institution are to develop the personality of the person and through which personality of the human being as whole. It makes man a man. A child in the school is like a sheet metal who can be molded any way and at this stage a school plays its role and helps to develop the sound personality of the children. The basic tenets of life are developed during the school days and a sound personality comes out. The personality is the totality of all the attributes which makes him a man. The schools try to set best of a child and develop his personality. It develops power in the child to communicate and to learn from others. If the school fails to do this job it has no right to exist. It must get best out of the child. Here the school libraries share the above noted functions of the schools and help in making the children with sound personality.

Secondly, the college libraries consist of Inter colleges and graduate and postgraduate colleges. They include the technical college libraries, such as engineering and medical colleges imparting education at degree and postgraduate level. The third and most important category is the University libraries. They include the general university libraries, libraries attached with the institutions deemed to be universities and those attached with the technical institutions like agricultural universities and IITs.

The basic functions of the academic libraries are many. These libraries supplement of classroom teaching and encourage the students and teachers to go for other general study to broaden their knowledge base. M.A. Gelfand in his book "University libraries in developing countries" says:

"The fundamental role of a library is educational. It should not be operated as store house of books attached to a reading room but as a dynamic instrument of education".

He has also mentioned three stages of library development. The first stage was the "store house" period of library development when they were treated as "ware houses" containing books carefully stored for indefinite preservation and the libraries role was of a collector or jealous preservers. The actual use of the books and libraries were discouraged.

Service was the second stage of the development of the libraries called as "service period". During this period much emphasis was given to

use of library materials to supplement the classroom teaching by the students and teachers. To encourage such a use of library materials, catalogues and bibliographies were compiled, classification schemes were devised and practiced.

The third stage of library development comes at such a time when much emphasis is being given to the educational function of the libraries which in the words of Lansour is: "The creation of a broad and positive form of education designed for the recognized potential users of the library and which makes use of materials and services peculiar to the library". This means that a particular library meant for school, college and university students and teachers must share the part of the responsibility to promote and to fulfill the cause of making full use of its resources. The Parry commission report (UK) also describes the development of academic library function and says:

"During the period since the war, the most fundamental change in the attitude of university libraries has been from inward looking organization geared more directly to the needs of the users". It further says, "The character and efficiency of a university may be gauged by its treatment of its central organ i.e., the library".

In the light of the above statement it can be said that the basic function of an academic library is to serve the need of organisation to which it is attached. Therefore, its duty is to support the programme of institution to which it is a part.

In his book 'Libraries and Universities', Paul Buck has rightly emphasised the role, utility and the importance of the college and university libraries as under:

- (i) The library is the heart of Institution. Every educational advance depends upon its resources and in large measure, the degree of advance proportionate to the potential of the library to respond.
- (ii) Methods and fashions in education change from generation to generation but each generation uses the library as means of realizing its aims, hence the library remains a great conservator of

learning. An investment in a library is a permanent investment guaranteeing returns for centuries to come.

- (iii) A quality education is impossible without a quality library.
- (iv) You cannot have a quality faculty without a quality library.
- (v) A library is vital to proper exploitation of our intellectual resources.
- (vi) The library is essential for the maintenance of free access to ideas and to the functioning of trammelled mind. Though control will never be successful so long as books are freely and widely available. Here the laboratory can never take place of the library.

VOCABULARY

- president (n.) : viện trưởng viện đại học
- board (n.) : hội đồng, ban
 - board of trustees : hội đồng quản trị
 - board of directors : ban giám đốc
- department (n.) : phòng ban, phân khoa, vụ
 - department of reference : ban tham khảo
 - department of library and information science : khoa thư viện thông tin
 - department of library : vụ thư viện
- fundamental (adj.) : cơ bản, cơ sở
 - fundamental rules : những quy tắc cơ bản
 - fundamentals of library and information science : cơ sở khoa học thông tin và thư viện
- aside from = apart from : ngoài ra
- extraordinary (adj.) : lạ thường, khác thường
- genius (n.) (pl.geniuses) : thiên tài
- adequate (adj.) : tương xứng, thích đáng thỏa đáng
- play a role in sth. : đóng một vai trò
- formal education : giáo dục chính quy
- quote (v & n.) : trích dẫn, lời trích dẫn
- cripple (v.) : làm hỏng, làm lụn
- judge (v.) : xét đoán, đánh giá

- mediocre (adj.) : xoàng, thường
 - mediocrity (n.) : tính chất xoàng, thường
- corollary (n.) : hệ luận, kết quả tất yếu
- probability (n.) : điều có thể xảy ra
- outstanding (adj.) : tiêu biểu, xuất sắc
- contribute (v.) : đóng góp, góp phần
- available (adj.) : sẵn có để dùng, có thể dùng được
- fulfill (v.) : đáp ứng, thỏa mãn.
- found (v.) : thành lập, đặt nền móng
- categories (n.): hạng loại
- personality (n.) : nhân cách
- mold (n.) khuôn (v.) : đúc
- stage (n.) : giai đoạn
- plays the role : đóng vai trò
- sound (adj.) : đúng đắn, vững chắc, hoàn chỉnh
- tenet (n.) : nguyên lí.
- totality (n.) : toàn bộ
- attribute (n.): thuộc tính
- power (n.) năng lực
- communicate (v.) : thông tin liên lạc, truyền thông
 - communication (n.) : truyền thông
 - ITC = Information Technology and Communication : Công nghệ thông tin và Truyền thông
 - multimedia communication : truyền thông đa phương tiện
- postgraduate = graduate (n.) : sau đại học
- impart (v.) : truyền đạt, phổ biến
 - impartation (n.) : truyền đạt, phổ biến
- deem (v.) : tưởng rằng, cho rằng
- agricultural university : đại học nông nghiệp
- encourage (v.) : khuyến khích, động viên
- discourage v.) : làm nản lòng, làm ngã lòng
- indefinite (adj.) : mập mờ, không rõ ràng
- preservation (n.) : sự gìn giữ, bảo quản, bảo tồn.
 - preserve (v.) : lưu giữ, bảo quản.
- jealous (adj.) : cất giữ bo bo, hết sức gìn giữ
- emphasis (n.) : nhấn mạnh, tầm quan trọng
- devise (v.) : nghĩ ra, sáng chế, phát minh

- creation : (n.) tạo thành
 - create (v.) : tạo ra, tạo thành
 - creativity (n.) : sáng tạo
- positive (adj.) : xác thực, rõ ràng, tích cực
- potential (adj.) : tiềm năng, tiềm tàng, có khả năng
- recognized (adj.) : được công nhận, được tín nhiệm
- peculiar (adj.) : kì lạ, khác thường, lập dị
 - peculiar to someone/ something : riêng biệt, đặc biệt
 - a species of bird peculiar to Asia : một loài chim khác thường của châu Á
- particular (adj.) : cụ thể, cá biệt
- promote (v.) : đẩy mạnh, cải tiến
- cause (n.) : mục tiêu
- attitude (n.) : thái độ, quan điểm
- gear (v.) sth..to sth/so. : hướng cái gì phục vụ cho cái gì / ai
 - geared more directly to the needs of the users : hướng trực tiếp hơn nữa vào người sử dụng
- character (n.) : đặc điểm
- efficiency (n.) : hiệu quả, hiệu lực, năng lực
- gauge (v.) : đánh giá, đo lường, thẩm định
- treatment (n.) : sự giải quyết, xử lí
- central organ : cơ quan trung tâm, bộ phận trung tâm
- utility (n.) : tính thực dụng, tính thiết thực; công cụ
- proportionate (n.) : cân xứng, tỉ lệ
- fashion (n.) : cách kiểu, hình dáng
- generation (n.) : thế hệ, đời
- realize (v.) : thực hiện
- aim (n.) : mục đích
- remain (n.) : giữ lại, giữ nguyên
- permanent (adj.) : lâu dài, vĩnh cửu, thường xuyên
 - permanence : (n.) lâu dài
- investment (n.) : sự đầu tư, sự bỏ vốn
- guarantee (v.) : cam đoan, bảo đảm
- return (n.) : sự đền đáp lại, sự trả lại
- vital (adj.) : quan trọng, sống còn
- exploitation (n.) : sự khai thác
- intellectual (adj.) : thuộc về trí óc, tri thức

- essential (adj.) : cần thiết, chủ yếu
 - essential (n.) : yếu tố cần thiết
- trammel (v.) : ngăn trở, gây trở ngại

BÀI TẬP

3.1 Xác định loại và chức năng của phrase và clause gạch dưới.

1. Among the institutes or departments of a university, none is of more fundamental necessity than the academic library.
2. Academic institutions and academic libraries play their important role in giving right direction to the cultural, political, social, scientific and technological development of a nation.
3. These two go side by side and help in promoting the formal education for around development of the students.
4. If the academic institutions are body, the libraries attached to them function as heart.
5. Being the heart of the academic institutions, the importance of the libraries is much more.
6. The libraries do contribute in developing and making available basic resources for study and research and fulfill their main job for which these academic institutions have been founded.
7. The first being the school libraries which include primary, middle, secondary and higher secondary school.
8. The important functions of an academic institution are to develop the personality of the person.
9. A child in the school is like a sheet metal who can be molded any way and at this stage a school plays its role and helps to develop the sound personality of the children
10. The personality is the totality of all the attributes which makes him a man.
11. It develops power in the child to communicate and to learn from others.
12. If the school fails to do this job it has no right to exist.
13. Here the school libraries share the above noted functions of the schools and help in making the children with sound personality.
14. The fundamental role of a library is educational. It should not be operated as store house of books attached to a reading room but as a dynamic instrument of education.
15. The first stage was the "store house" period of library development when they were treated as "ware houses" containing books carefully stored for

indefinite preservation and the libraries role was of a collector or jealous preservers.

16. Service was the second stage of the development of the libraries, called as "service period".
17. The third stage of library development comes at such a time when much emphasis is being given to the educational function of the libraries.
18. The creation of a broad and positive form of education designed for the recognized potential users of the library and which makes use of materials and services peculiar to the library.
19. In the light of the above statement it can be said that the basic function of an academic library is to serve the need of organisation to which it is attached.
20. Therefore, its duty is to support the programme of institution to which it is a part.

3.2 Trả lời câu hỏi:

1. According to president Edmund J. James, what is the most necessity among the institutes or departments of a university? Why?
2. What does the library in a university compare with in a body?
3. How do you judge the quality of an educational institution?
4. What are the differences between a university with the weak library and the one with the strong library?
5. What are the basic categories of an academic library?
6. Why is the fundamental role of an academic library educational?
7. How are resources of a particular library used?
8. What was the most fundamental change in the attitude of university libraries during the period since the war?
9. What is the basic function of an academic library?
10. Write down a short paragraph to summarize six items that Paul Buck rightly has emphasised the role, utility and the importance of the college and university libraries.

UNIT 4

CLASSIFICATION

While catalogs aim to identify and list items in a collection, schemes of classification have a more general application in arranging documents in a sequence that will make sense and be helpful to the user. Because they display subjects and not documents, they can be used in several libraries, and some indeed have found applications in many different countries. Like schemes for grouping entries in catalogs, classifications – whether of knowledge based on philosophical principles, of the subject faculties of universities, or of the pragmatic grouping of books on shelves – have formed the basis of many individual systems.

The best known of all schemes for the classification of documents in libraries is the Dewey Decimal Classification, devised by Melvil Dewey in 1873 and published in 1876. Apart from being the first modern classification scheme for libraries, the Dewey system embodies two of Dewey's many contributions to the theory and practice of librarianship. First, he recognized that a systematic arrangement of books on shelves should make sense to the users; his scheme therefore reflected the dominant pattern of current thinking, exemplified by the "classificatory sciences." And second, he used decimals as notation symbols, which illustrated the way in which subjects were divided hierarchically, from main classes to specific topics. An example from the schedule for chemistry shows how numbers are subdivided:

540	chemistry and allied sciences
541	physical and theoretical chemistry
541.2	theoretical chemistry
541.3	physical chemistry
541.34	solutions
541.35	photochemistry

542 laboratories, apparatus, equipment.

Another feature of the Dewey system is the mnemonics used for certain types of subdivisions. Thus, many subjects can be subdivided geographically by the use of the historical geographical number as decimals:

900 general geography and history

970 history of North America

973 history of the United States.

Combining with the art schedule, the number for history of art in the United States is obtained:

700 the arts

709 history of art

709.73 history of art in the United States.

The Universal Decimal Classification, published in 1905, was an immediate offspring of the Dewey system. Paul Otlet and Henri-Marie Lafontaine adapted the Dewey system as the basis for a much more detailed scheme suitable for use in a vast card index of books and periodical articles in classified order – a universal bibliography of recorded knowledge. While retaining the basic generic hierarchies, the Universal Decimal Classification makes far greater use of the technique of synthesis, by providing a series of auxiliary tables for aspects of subjects likely to appear in several parts of the main schedules. These tables are indicated by the use of symbols such as punctuation marks. The colon sign (:) indicates a relationship between any parts and is the most commonly used sign. The numeral 669.1 being the notation for iron and steel and 546.22 for sulfur, the compound subject can be indicated by the notation 669.1:546.22, sulfur in iron and steel.

Like the Dewey Decimal Classification, the Universal Decimal Classification has been translated into many languages, and the International Federation for Documentation (Fédération Internationale de Documentation; FID) has undertaken responsibility for its continual revision. Scientific and

technical libraries use the Universal system in preference to the Dewey system.

At the turn of the 20th century Herbert Putnam, the Librarian of Congress, decided to reclassify the library but rejected the Dewey system. His staff adopted a more pragmatic approach based entirely on the way in which the books were arranged in their subjects on the shelves. They also rejected the decimal notation, preferring a purely ordinal system combining letters and numbers, leaving blank spaces where they expected new subjects to develop. (Not all of their expectations have proved correct.) American libraries and some scholarly libraries elsewhere have found the scheme attractive for its depth of detail, inasmuch as it is based on a very large library. An additional advantage is that Library of Congress notations appear on the library's catalog cards and on computer tapes produced by the MARC Project. Several American university libraries have undertaken the daunting task of reclassifying their stock from the Dewey system to the Library of Congress system in an effort to reap the maximum advantage of these features.

Although not widely used, the bibliographic classification system invented by Henry E. Bliss of the College of the City of New York (published in 1935 as *A System of Bibliographic Classification*) has made important contributions to the theory of classification, particularly in Bliss's acute perception of the role of synthesis and his insistence that a library scheme should reflect the organization of knowledge and the system of the sciences. His systematic auxiliary schedules, designed to achieve what he called composite specification, carry the synthetic principle into every subject area and give a far higher degree of flexibility than does a purely enumerative scheme like the Library of Congress system. The Bliss Classification Association, founded in the United Kingdom in 1967, undertook the production of a new complete edition.

Perhaps the most important advance in classification theory has been made by the Indian librarian S.R. Ranganathan, whose extraordinary output of books and articles has left its mark on the entire range of studies from archival science to information science. He introduced the term facet analysis to denote the technique of dividing a complex subject into its several parts by

relating them to a set of five fundamental categories of abstract notions, which he called personality, energy, matter, space, and time. He employed these in his Colon Classification system (1933), which is used in some Indian libraries and has found few followers elsewhere. Nevertheless, the ideas in the scheme, expounded in his Colon Classification (1933) and Prolegomena to Library Classification (1937) have influenced all later work in classification theory and practice, including subsequent editions of the Dewey, Universal, and Bliss systems.

VOCABULARY

- catalog (n.) : mục lục
- aim to (v.) : nhằm
- identify (v.) : nhận ra, xác định, định vị
- item (n.) : mục từ, cái, cuốn sách
- scheme (n.) : khung
- classification (n.) : phân loại
 - classify (v.) : phân loại
 - Dewey Decimal Classification (DDC) : Phân loại thập phân Dewey
 - Library of Congress Classification (LCC) : Phân loại Quốc hội Hoa Kỳ
 - Universal Decimal Classification (UDC) : Phân loại thập phân quốc tế
 - Bliss Classification = Bibliographic Classification : Phân loại thư tịch
 - Colon Classification : Phân loại hai chấm
- sequence (n.) chuỗi, sự nối tiếp
 - make sense: có ý nghĩa, có thể hiểu được
- display (v.) trưng bày, trình bày, hiển thị
- subject (n.) chủ đề, đề mục
 - subject heading : tiêu đề đề mục / chủ đề
 - subject access : truy cập theo chủ đề
 - subject analysis : phân tích chủ đề
- entry (n.) : dẫn mục
 - main entry : dẫn mục chính
 - add entry : dẫn mục thêm, dẫn mục phụ
- philosophical (adj.) : về triết học
 - philosophy (n.) : triết học
- pragmatic (adj.) : thực tế, thực dụng

- embody (v.) : bao gồm, kể cả
- systematic (adj.) : có hệ thống
- reflect (v.) : phản ánh
- exemplify (v.) : minh họa bằng ví dụ
- notation (n.) : kí hiệu
- illustrate (v.) : minh họa
- hierarchical (adj.) : có phân cấp
 - hierarchically (adv..) : một cách phân cấp
 - hierarchy (n.) : hệ phân cấp
- class (n.) : lớp, dãy, môn loại
- specific (adj.) : rành mạch, rõ ràng, cụ thể
- topic (n.) : đề tài
- schedule (n.) : bảng chính trong khung phân loại
- auxiliary table = auxiliary schedule = table : bảng phụ
- subdivide (v.) : chia nhỏ ra
 - subdivision (n.) : tiểu phân mục
 - standard subdivision : tiểu phân mục tiêu chuẩn, tiểu phân mục chung
- solution (n.) : dung dịch
- photochemistry (n.) : quang hóa học
- feature (n.) : đặc điểm
- mnemonic (adj.) : giúp trí nhớ, thuộc trí nhớ
- geographically (adv.) : về mặt địa lý
- offspring (n.) : con, con cái, con cháu, con đẻ
- adapt (v.) : tra vào, lấp vào
- universal bibliography : thư mục quốc tế
- retain (v.) : duy trì
- generic (adj.) : đặc điểm chung của một loài
 - generic hierarchies : hệ phân cấp đặc điểm chung của một loài
 - synthesis (n.) sự tổng hợp
- symbol (n.) : biểu tượng
- punctuation mark : dấu chấm câu
- colon : dấu hai chấm
- compound (n.) ghép, hổn hợp
 - compound subject : chủ đề ghép, chủ đề hổn hợp
- undertake (v.) nhận làm, đảm trách
- in preference to : hơn là

- inasmuch as (adv.) : bởi vì
- adopt (v.) : làm theo
- approach (n.) (v.) : tiếp cận, phương pháp
- scholarly (adj.) : uyên bác, uyên thâm
 - scholarship (n.) : học vấn, nguồn tri thức
- daunting (adj.) : làm nản lòng, làm sợ hãi
- reap (v.) : thu hoạch, gặt hái
- acute (adj.) : sắc bén
- perception (n.) : nhận thức
- insistence (n.) : sự nhấn mạnh, sự khẳng định
- achieve (v.) : đạt được
- composite (adj.) : tổng hợp
- specification (n.) : chi tiết kỹ thuật, bản ghi chi tiết kỹ thuật
 - composite specification : bảng ghi chi tiết kỹ thuật tổng hợp
- flexibility (n.) : tính linh hoạt, tính linh động
- enumerative (adj.) : để đếm, để kể, để liệt kê
- output (n.) : xuất kiện, kết xuất
- archives (pl.n.) : văn thư lưu trữ
 - archival (adj.) : thuộc về lưu trữ
 - archivist (n.) : chuyên viên lưu trữ
 - archival science : lưu trữ học
- facet analysis : phân tích diện
 - faceted classification : hệ thống phân loại theo diện
 - faceted notation : kí hiệu diện
- denote (v.) biểu thị
- relate (v.) liên kết
- notion (n.) khái niệm
- expound (v.) trình bày chi tiết, giải thích, dẫn giải
- prolegomena (pl.) prolegomenon : lời tựa
- subsequent (adj.) theo sau, tiếp theo

BÀI TẬP

4.1 Xác định loại và chức năng của phrase và clause gạch dưới.

1. While catalogs aim to identify and list items in a collection, schemes of classification have a more general application in arranging documents in a sequence that will make sense and be helpful to the user.
2. Because they display subjects and not documents, they can be used in several libraries, and some indeed have found applications in many different countries.
3. Like schemes for grouping entries in catalogs, classifications – whether of knowledge based on philosophical principles, of the subject faculties of universities, or of the pragmatic grouping of books on shelves – have formed the basis of many individual systems.
4. The best known of all schemes for the classification of documents in libraries is the Dewey Decimal Classification, devised by Melvil Dewey in 1873 and published in 1876.
5. Apart from being the first modern classification scheme for libraries, the Dewey system embodies two of Dewey's many contributions to the theory and practice of librarianship.
6. First, he recognized that a systematic arrangement of books on shelves should make sense to the users.
7. And second, he used decimals as notation symbols, which illustrated the way in which subjects were divided hierarchically, from main classes to specific topics.
8. An example from the schedule for chemistry shows how numbers are subdivided.
9. The Universal Decimal Classification, published in 1905, was an immediate offspring of the Dewey system.
10. While retaining the basic generic hierarchies, the Universal Decimal Classification makes far greater use of the technique of synthesis, by providing a series of auxiliary tables for aspects of subjects likely to appear in several parts of the main schedules.
11. At the turn of the 20th century Herbert Putnam, the Librarian of Congress, decided to reclassify the library but rejected the Dewey system.
12. His staff adopted a more pragmatic approach based entirely on the way in which the books were arranged in their subjects on the shelves.
13. They also rejected the decimal notation, preferring a purely ordinal system combining letters and numbers, leaving blank spaces where they expected new subjects to develop.

14. An additional advantage is that Library of Congress notations appear on the library's catalog cards and on computer tapes produced by the MARC Project.
15. Although not widely used, the bibliographic classification system invented by Henry E. Bliss of the College of the City of New York (published in 1935 as *A System of Bibliographic Classification*) has made important contributions to the theory of classification.
16. Particularly in Bliss's acute perception of the role of synthesis and his insistence that a library scheme should reflect the organization of knowledge and the system of the sciences.
17. His systematic auxiliary schedules, designed to achieve what he called composite specification, carry the synthetic principle into every subject area and give a far higher degree of flexibility than does a purely enumerative scheme like the Library of Congress system.
18. The Bliss Classification Association, founded in the United Kingdom in 1967, undertook the production of a new complete edition.
19. Perhaps the most important advance in classification theory has been made by the Indian librarian S.R. Ranganathan, whose extraordinary output of books and articles has left its mark on the entire range of studies from archival science to information science.
20. He employed these in his Colon Classification system (1933), which is used in some Indian libraries and has found few followers elsewhere.

4.2 Trả lời câu hỏi:

1. What is the difference between catalogs and schemes of classification?
2. Why can schemes of classification be used in several libraries?
3. Which scheme of classification was best known in the world? Why?
4. What are the features of the Dewey Decimal Classification?
5. What is the relationship between the Universal Decimal Classification and the Dewey system?
6. When did the books of Library of Congress begin being arranged in their subjects on the shelves?
7. What is the difference between the Dewey Decimal Classification and the Library of Congress Classification?
8. Why did the Library of Congress Classification attract American libraries?
9. What are the features of the Bibliographic Classification by Henry E. Bliss?
10. What was the role of Henry E. Bliss and S.R. Ranganathan in the classification career?

UNIT 5

ASSIGNING SUBJECT HEADINGS

The process of assigning subject headings to a work is similar to that of assigning a class number. The goal of both processes is to provide a subject approach to information. Classification provides this through a logical or systematic arrangement of works on the shelf, whereby works on like subjects are shelved in proximity. Subject headings are arranged alphabetically through standardized names of subject in the catalog. Subject surrogates offer the ability to search through the catalog for items not known to the user. Therefore, the potential usefulness of library material cannot be fully realized without the subject approach. Subject cataloging and classification are closely related and interlinked, with subject analysis as the core of these operations. Therefore, it is desirable for both of these tasks to be performed by the same person.

The job of assigning subject headings can be broadly divided into two phases: subject analysis and assigning the subject heading. These two phases can easily be likened to medical diagnosis and prescription. If the problem is correctly and fully diagnosed, then the prescription is easy and many times a matter of common knowledge. Subject analysis is intellectual work and needs both expertise and experience. It is the most essential part in subject access work, and the quality of the end result will depend very much upon how well this job is done. Cataloging practitioners should know something about every subject. In a special library, an in-depth knowledge of the relevant topics is required. Such knowledge improves with experience, although no one can claim perfection. There is always room to learn more. Indeed, well-read people generally have broad subject knowledge, but the growing complexity and variety of subjects and the rapidly advancing frontiers of knowledge have made the task more demanding.

The cataloger should recognize a fundamental difference between classification and subject headings for the dictionary catalog. In a system of

classification, which determines the arrangement of works on the shelves, a work can obviously have only one class number and stand in only one place, but in a catalog entries representing the work can appear, if necessary, under more than one subject. The cataloger does not have to decide on one subject to the exclusion of all others, but can make the work accessible with entries for as many different points of entry as there are distinct subjects in the work (usually, however, not more than three). Classification is used to gather in one numerical place on the shelf, like the works that give similar treatment to a subject. Subject headings gather in one alphabetical place in a catalog all treatments of a subject regardless of shelf location.

The cataloger is now aware of another difference between classification and subject cataloging, and one particularly significant for small libraries: classification is frequently less precise than the subject entries for the catalog. Material on floriculture in general as well as on specific kinds of garden flowers are classed together in 635.9. A book on flower gardening, one on perennial gardening, and one on rose gardening will all three be classified in one number in a library, while in the catalog each book will have its own specific subject heading: **Flower gardening; Perennials; Roses.**

It is well to remember that books are classified by discipline, not by subject. A single subject may be dealt with in many disciplines. The Dewey classification numbers given with a heading in the Sears List are intended only to direct the cataloger to the disciplines where that subject is most likely to be discussed. They are not meant to be absolute or cover all possibilities. The cataloger must examine the book at hand and determine the discipline in which the author is writing. On the basis of that decision the cataloger classifies the book, not the subject of the book.

Subject headings are used for materials that have definite, definable subjects. There are always, however, a few works in which the subject is so indefinite that it is better not to assign a heading. Such a work might be a collection of materials produced by several individuals on a variety of topics or one person's meandering thoughts and ideas. If a cataloger cannot determine a definite subject, the reader is unlikely to find the item under a makeshift or general heading. Vague terms are a disservice to the reader. The headings **Human behavior** and **Happiness** are misleading when

assigned to a book titled Appreciation, which is a personal account of the sources of the author's pleasure in life. The book has no specific subject.

Now that certain principles of assigning subject heading are understood, the cataloger should consider the structure of subject headings or the grammar of subject heading.

Subject analysis is the backbone of subject heading work and is defined as extracting the subject, its subtopics, aspects, and the media format of the work. The subject of the work can usually be determined from the title, subtitle, book blurb, table of content, and subject index. Book reviews and experts are the last resort.

There is no problem in assigning more than one subject heading to a work as needed. The number of subject headings may be restricted by a local library policy, which, in turn, depends upon factors such as the strength of collection in a given subject and the levels of users. A small public library may limit subject headings to one, while in a special or research library there could be as many as ten. The average number of subject headings in an academic library or a large public library is usually three.

The library may have lots of material that will meet your information needs, but none of it can be retrieved using an author, title or publisher, because these are not known. In order for everyone to find material about a given topic it is essential that the individual books and other items in the collection have had their subject content identified and recorded. Looking for information based on the content of documents is known as subject retrieval, subject searching, or subject access. In the majority of libraries and information services this formal identification of the subject content, and subsequent searching, is done by using a classification scheme and a system of subject headings.

VOCABULARY

- assigning subject : ấn định tiêu đề đề mục / chủ đề
 - assign (v.) : ấn định
- heading (n.) : tiêu đề
 - subject heading : tiêu đề đề mục
 - author heading : tiêu đề tác giả
 - title heading : tiêu đề nhan đề
 - pattern heading = key heading : tiêu đề mẫu, tiêu đề khóa
- work (n.) : tác phẩm, tài liệu
- shelf (n.) : giá, kệ sách
 - shelve (v.) : xếp giá
- whereby (adv.) : nhờ đó
- like (adj.) : giống nhau
- proximity (n.) : gần nhau, cận kề
- catalog (n.), (v.) : mục lục, biên mục
 - catalog entry : dẫn mục mục lục
 - subject cataloging : biên mục đề mục / chủ đề
 - cataloger (n.) : cán bộ biên mục
- surrogate (n.) : vật thay thế
- interlink (v.) : nối với nhau
- core (n.) : cốt lõi
- desirable (adj.) : đáng mong muốn
- theoretically (adv.) : về mặt lý thuyết
- broadly (adv.) : nói chung, đại thể
 - broad (adj.) : rộng
 - broader term : thuật ngữ rộng hơn
- phrase (n.) : công đoạn, cách diễn đạt; cụm từ
- liken (v.) : ví như
- diagnosis (n.) : chẩn đoán
 - diagnose (v.) : chẩn đoán
- prescription (n.) : điều trị
- expertise (n.) : kiến thức chuyên môn
 - expert : người có chuyên môn, chuyên gia
- relevant (adj.) : thích đáng
- claim (v.) : đòi hỏi

- frontiers (n.) : lĩnh vực
- exclusion (n.) : loại ra, không chấp nhận
- aware (adj.) : có nhận thức
- precise (adj.) : rõ ràng, chính xác
- floriculture (n.) : nghề trồng hoa
- perennial (n.) : cây lưu niên
- discipline (n.) : ngành kiến thức
- deal (v.) - dealt - dealt : xử lí, giải quyết
- Sears List = Sears List of Subject Headings : Bộ tiêu đề đề mục Sears
 - Library of Congress Subject Headings : Bộ tiêu đề đề mục Quốc hội Hoa Kì
- meandering (adj.) : quanh co
- makeshift (n.) : dùng tạm thời cho đến khi có cái tốt hơn
- vague (adj.) : mơ hồ, không rõ ràng
- disservice (n.) : làm hại
- mislead (v.) : làm lạc lối
 - misleading (adj.) : làm sai lạc
- subdivision (n.) : tiểu phân mục
 - topic subdivision : tiểu phân mục đề tài
 - form subdivision : tiểu phân mục hình thức
 - geographic subdivision : tiểu phân mục địa lý
 - chronological subdivision : tiểu phân mục thứ tự thời gian
 - free floating subdivision : tiểu phân mục phù động tự do
- applicable (adj.) : thích hợp
- discretion (n.) : thận trọng, làm theo ý mình
- backbone (n.) : xương sống, sức mạnh
- extract (v.) : trích, rút ra
- determine (v.) : xác định
- blurb (n.) : lời quảng cáo, giới thiệu
- book review (n.) : điểm sách
- resort (n.) : phương sách, kế sách
- in turn : lần lượt
- meet the information needs : đáp ứng nhu cầu thông tin
- subject content : nội dung đề tài / chủ đề
- identify (v.) : nhận biết
 - identification : chứng minh thư
- record (v.) : ghi chép, sao chép

- record (n.) : sổ sách ghi chép; đĩa nhạc
- subject retrieval : truy hồi theo chủ đề
 - subject access : truy cập theo chủ đề
 - subject searching : truy tìm theo chủ đề
 - subject browsing : dò tìm theo chủ đề

BÀI TẬP

5.1 Xác định loại và chức năng của phrase và clause gạch dưới.

1. The process of assigning subject headings to a work is similar to that of assigning a class number.
2. The goal of both processes is to provide a subject approach to information.
3. If the problem is correctly and fully diagnosed, then the prescription is easy and many times a matter of common knowledge.
4. In a special library, an in-depth knowledge of the relevant topics is required.
5. Such knowledge improves with experience, although no one can claim perfection.
6. There is always room to learn more.
7. In a system of classification, which determines the arrangement of works on the shelves, a work can obviously have only one class number and stand in only one place, but in a catalog entries representing the work can appear, if necessary, under more than one subject.
8. Classification is used to gather in one numerical place on the shelf, like the works that give similar treatment to a subject.
9. A book on flower gardening, one on perennial gardening, and one on rose gardening will all three be classified in one number in a library, while in the catalog each book will have its own specific subject heading: Flower gardening; Perennials; Roses.
10. It is well to remember that books are classified by discipline, not by subject.
11. The Dewey classification numbers given with a heading in the Sears List are intended only to direct the cataloger to the disciplines where that subject is most likely to be discussed.
12. The cataloger must examine the book at hand and determine the discipline in which the author is writing.
13. Subject headings are used for materials that have definite, definable subjects.
14. If a cataloger cannot determine a definite subject, the reader is unlikely to find the item under a makeshift or general heading.

15. Now that certain principles of assigning subject heading are understood, the cataloger should consider the structure of subject headings or the grammar of subject heading.
16. There is no problem in assigning more than one subject heading to a work as needed.
17. The number of subject headings may be restricted by a local library policy, which, in turn, depends upon factors such as the strength of collection in a given subject and the levels of users.
18. A small public library may limit subject headings to one, while in a special or research library there could be as many as ten.
19. The library may have lots of material that will meet your information needs, but none of it can be retrieved using an author, title or publisher, because these are not known.
20. Looking for information based on the content of documents is known as subject retrieval, subject searching, or subject access.

5.2 Trả lời câu hỏi:

1. What is the goal of both processes of assigning subject headings and assigning a class number?
2. What is the job of assigning subject headings like?
3. Why do we need have to do well the subject analysis?
4. What is the fundamental difference between classification and subject headings for the dictionary catalog?
5. Why are books classified by discipline, not by subject?
6. Apart from principles of assigning subject headings, what should the cataloger consider?
7. Why do we need to use subdivisions in assigning subject headings?
8. In the subject or content analysis, when do we need experts' assistance?
9. How many subject headings should you use for a work?
10. How can anyone find material about a given topic?

UNIT 6

LIBRARY CATALOGS

A library catalog is a kind of bibliographic file. It differs from a bibliography or a periodical index in that all its records pertain to items in one or more libraries and carry information on where the items can be found. Most library catalogs represent a single institution's holdings (which may be distributed in many branches). Other catalogs show the holdings of several libraries or collections; these are called union catalogs.

Like other bibliographic files, a library catalog consists of a set of records that, like the records in other bibliographic files, provide data about the items in the collection or collections the catalog represents. The data on each record include, at least, (1) a bibliographic description giving the identification, publication, and physical characteristics of the document, and (2) a call number (consisting of the classification number based on the subject content and a book number based on the author, the title, or both) that indicates the location of the item in the collection. Most records – those for fiction are the usual exceptions – also include subject terms which state succinctly the subject content of the document.

Almost all library catalogs are multiple access files. This means that they offer many ways to retrieve a particular record: by author, title, subject, and other characteristics. In a card catalog, there are usually several cards for the same item, each filed under a heading that represents a different access point. This way of providing information about items in a collection – multiple access to records that provide sufficient details for identification plus characterization of content – allows a user to locate particular items or to select relevant items for specific purposes.

In library cataloging, it has long been the practice to designate one of the access points as the chief access point, or main entry. In most cases, the main entry is based on the author if such can be determined. Otherwise, the main entry is based on the corporate body responsible for the content or on the title.

There are two reasons for main entry practice. First, it is the most efficient way to manage lists that are maintained manually. In the days of manually prepared cards, it was the convention to record all needed information on one card and to include only brief descriptions on other cards (called added entries) for the same item. For printed card sets, it is the record with the main entry heading that is duplicated; one card is filed as is, and added entry headings are typed on other cards as appropriate. Second, even for computer-stored lists, where the main entry added entry distinction would seem unnecessary, it remains helpful to have a standard. The main entry pattern (in other words, author/title) is the usual way of referring to a text, a fact that adds to its effectiveness as a citation standard.

The catalogs of most general libraries in this country show a great deal of similarity – and also quite a few differences. With respect to the records in the catalogs, there is not much variation in the bibliographic information they show or in the style in which they are drafted. This is so because, over the last several decades, cataloging practice has become highly standardized. There are some differences in how much bibliographic detail is included per record, but even in this, accepted standards are followed.

The more specialized a library is, in the material it collects or the clientele it serves, the more its catalog is likely to vary from that of other libraries. This is particularly true for subject access provisions. However, even for general libraries, there are many ways in which catalogs differ from each other even when their records reflect standard practice. Among these are (1) the physical form the catalog takes, (2) the access points provided, and (3) the principle governing how the records are sequenced. They also may differ considerably in how individual records are formatted, that is, what they look like on cards, pages, or microform or computer screens. These differences are discussed below.

There are two forms of catalogs. The primary forms for library catalogs are the card catalog, the book catalog, the microform catalog, and the computer-accessed catalog; the last is usually referred to as an online catalog. When catalog records were manually produced – handwritten, typed, or typeset – there were only a few options for physical forms, considerations

of cost and bulk placed a severe limit on the amount of information that could be included in a given record and on the number of access points that could be provided for it. As it did with access points, the advent of catalog automation made a major difference in the potential forms catalogs could take and in the variety of features an individual catalog could exhibit. The following brief account treats the major catalog forms both historically and as they exist today.

In the type of card catalog, cataloging entries are recorded on 3 by 5 cards, one entry per card or set of cards. Each entry can then be revised, inserted, or deleted without affecting other entries. Before the card catalog, most library catalogs were in book form, either printed or loose-leaf. When the card catalog was first introduced in the latter part of the nineteenth century, its advantage in ease of updating was immediately perceived, and libraries throughout the United States began adopting this form. The Library of Congress printed-card service, begun in 1901, which distributes ready-made catalog cards to other libraries, contributed to its widespread use. For nearly a century, the card catalog was the predominant form of catalog in American libraries. Catalog automation eventually changed the picture, but not for well over a decade after its introduction: early catalog databases were used primarily to print sets of catalog cards.

The mode of display of information on a catalog card conforms to the size and shape of the card. Most commonly, the call number resides in the upper left corner. The main entry heading is on one or more lines (most take only one line), with the rest of the bibliographic information following in several short paragraphs. Near the bottom of the card are what are called tracings, which are records of the secondary headings (or added entries) under which the record is filed. At the very bottom there may be various control numbers. This description fits what is called a unit card. When a record will not fit on one card, its information is continued on subsequent cards under a brief representation of the main entry heading.

When a library's users can retrieve catalog records directly from a computer database, the library is said to have an online catalog. The usual mode of display in an online catalog is through a computer terminal. In this mode, individual cataloging records or parts thereof are retrieved by means

of access points or search keys and are displayed instantly on a monitor. Many of the terminals are accompanied by printers, which may be used to print out desired items.

The records that are the base for an online catalog may be stored in a mainframe or a minicomputer to which public-access terminals are connected. In either case, users are literally "on line" to the database.

There is another catalog form that is also generally referred to as an online catalog. This is the CD-ROM (compact disk – read only memory) catalog. For CD-ROM catalogs, a catalog database is periodically copied onto compact disks, which can be accessed through stand alone microcomputers.

Users gain numerous advantages from online catalogs, including instant feedback during the retrieval process and the availability of more access points than any manual catalog can offer. Furthermore, they allow remote access so that the user does not have to be physically present in the library in order to search in the catalog.

An online catalog can be integrated with other library operations such as cataloging, acquisitions, and circulation, resulting in an integrated online system. With an integrated system, the user is able not only to identify an item but also to ascertain whether the item is currently available for browsing or circulation. In some integrated systems, it is also possible to find out whether a particular item is on order. An added advantage is that an online catalog is not subject to physical wear and tear, as is a card or book catalog. (Early online systems were plagued by "down time", making the system temporarily unavailable to patrons. However, this, or any other mechanical malfunction, is rarely a problem with modern online installations.)

Machine-readable cataloging (MARC) records form the basic units of an online catalog. For a cataloging record to be machine readable, not only must it be input to a computer, but also its various elements must be tagged or labeled in such a way that they can be stored, manipulated, and eventually retrieved in all the ways that are appropriate for technical and reference services in libraries. In the early 1960s, in consultation with other major libraries, the Library of Congress began work on developing a protocol for

coding bibliographic records. The emerging protocol was called the MARC format. There are other protocols for coding various kinds of records for computer storage and retrieval. For library records, MARC is the system that has prevailed in this country and in many others.

VOCABULARY

- library catalog : mục lục thư viện
 - union catalog : mục lục liên hợp
 - author catalog : mục lục tác giả
 - title catalog : mục lục nhan đề
 - subject catalog : mục lục chủ đề / đề mục
 - dictionary catalog : mục lục từ điển
 - divided catalog = split catalog : mục lục tách rời
 - classified catalog : mục lục phân loại
 - alphabetico-classed catalog : mục lục phân loại-thứ tự chữ cái
 - online catalog : mục lục trực tuyến
- record (n.) : biểu ghi
 - bibliographic record : biểu ghi thư tịch
 - bibliographic metadata : siêu dữ liệu thư tịch
- index (n.) : bảng chỉ mục
 - periodical index : bảng chỉ mục định kỳ
- pertain (v.) : đi đôi với, gắn liền với
- holding (n.) : tài liệu chứa trong thư viện
- description (n.) : mô tả
 - bibliographic description : mô tả thư tịch
 - physical description : mô tả vật chất
 - descriptive (adj.) : thuộc về mô tả
 - descriptive cataloging : biên mục mô tả
- data (n.) pl. của datum : dữ liệu
 - database (n.) : cơ sở dữ liệu
- characteristic (n.) : đặc tính, tính chất
- call number (n.) : kí hiệu sách, kí hiệu xếp giá
- fiction (n.) : tiểu thuyết, tác phẩm hư cấu
 - non-fiction (n.) : phi tiểu thuyết, tác phẩm người thật việc thật
 - succinctly (adv.) : một cách ngắn gọn, súc tích

- access point (n.) : điểm truy cập
- relevant (adj.) : phù hợp, thích đáng, có liên quan
- designate (v.) : chỉ định
 - designation (n.) : chỉ định
- corporate (adj.) : hợp nhất, kết hợp
 - corporation (n.) : kết hợp
 - pre-corporation (n.) : tiền kết hợp
 - post-corporation (n.) : hậu kết hợp
- convention (n.) : (1) quy ước; (2) hội nghị
- distinction (n.) : sự phân biệt, khác biệt
- effectiveness (n.) : sự có hiệu lực
 - effective (adj.) : có hiệu lực
- citation (n.) : trích dẫn
 - cite (v.) : trích dẫn
- respect (n.) : khía cạnh
 - with respect to st. : về, đối với
- variation (n.) : thay đổi
 - vary (v.) : làm thay đổi
- specialized (adj.) : chuyên dụng, thích ứng
- clientele (n.) : thân chủ, nhóm khách hàng
- provision (n.) : cung cấp
- typeset (adj.) : bằng in
 - typeset (v.) : sắp chữ, in
- bulk (n.) : khối lượng
- advent (n.) : việc tiến đến
- loose-leaf (adj.), (n.) : tờ rời
- widespread (adj.) : lan rộng, phổ biến
- predominant (adj.) : chiếm ưu thế
- eventually (adv.) : rốt cuộc, cuối cùng
- conform to (v.) : làm thích hợp với
- reside in (v.) : tập trung vào
- tracing (n.) : ghi lại
- terminal (n.) : thiết bị đầu cuối
 - public-access terminal : thiết bị đầu cuối truy cập công cộng
- mainframe (n.) : máy tính lớn
- minicomputer (n.) : máy tính trung
- literally (adv.) : đúng là

- integrate (v.) : tích hợp
- ascertain (v.) : biết chắc
- browse (v.) : dò tìm, lướt tìm
 - search (v.) : truy tìm
- subject (adj.) : lề thuộc
- wear and tear : sự hư hỏng, hao mòn
- plague (v.) : gây nên điều khó chịu
- down time (n.) : thời gian máy không hoạt động
- patron (n.) : bạn đọc, người dùng tin
- malfunction (n.) : sự cố, làm sai chức năng
- installation (n.) : cài đặt
 - install (v.) : cài đặt
- tag (n.), (v.) : thẻ trường, tạo thẻ trường
- label (n.), (v.) : nhãn, ghi nhãn
- manipulate (v.) : thao tác
- consultation (n.) : bàn bạc, hội đàm
 - consult (v.) : bàn bạc
- protocol (n.) : giao thức
- prevale (v.) : phổ biến

BÀI TẬP

6.1 Xác định loại và chức năng của phrase và clause gạch dưới.

1. It differs from a bibliography or a periodical index in that all its records pertain to items in one or more libraries and carry information on where the items can be found.
2. The data on each record include, at least, (1) a bibliographic description giving the identification, publication, and physical characteristics of the document, and (2) a call number (consisting of the classification number based on the subject content and a book number based on the author, the title, or both) that indicates the location of the item in the collection.
3. Most records – those for fiction are the usual exceptions – also include subject terms which state succinctly the subject content of the document.
4. This means that they offer many ways to retrieve a particular record: by author, title, subject, and other characteristics.
5. In a card catalog, there are usually several cards for the same item, each filed under a heading that represents a different access point.

6. It is the most efficient way to manage lists that are maintained manually.
7. In the days of manually prepared cards, it was the convention to record all needed information on one card and to include only brief descriptors on other cards (called added entries) for the same item.
8. For printed card sets, it is the record with the main entry heading that is duplicated; one card is filed as is, and added entry headings are typed on other cards as appropriate.
9. Even for computer-stored lists, where the main entry added entry distinction would seem unnecessary, it remains helpful to have a standard.
10. The main entry pattern (in other words, author/title) is the usual way of referring to a text, a fact that adds to its effectiveness as a citation standard.
11. With respect to the records in the catalogs, there is not much variation in the bibliographic information they show or in the style in which they are drafted.
12. There are some differences in how much bibliographic detail is included per record, but even in this, accepted standards are followed.
13. However, even for general libraries, there are many ways in which catalogs differ from each other even when their records reflect standard practice.
14. They also may differ considerably in how individual records are formatted, that is, what they look like on cards, pages, or microform or computer screens.
15. When the card catalog was first introduced in the latter part of the nineteenth century, its advantage in ease of updating was immediately perceived, and libraries throughout the United States began adopting this form.
16. The Library of Congress printed-card service, begun in 1901, which distributes ready-made catalog cards to other libraries, contributed to its widespread use.
17. Near the bottom of the card are what are called tracings, which are records of the secondary headings (or added entries) under which the record is filed.
18. With an integrated system, the user is able not only to identify an item but also to ascertain whether the item is currently available for browsing or circulation.
19. An added advantage is that an online catalog is not subject to physical wear and tear, as is a card or book catalog.
20. For library records, MARC is the system that has prevailed in this country and in many others.

6.2. Trả lời câu hỏi

1. What is the difference between a library catalog and a bibliography or a periodical index?
2. What are union catalogs?

3. What does a library catalog consist of ?
4. How many cards usually are there for the same item? Why ?
5. What is a main entry ?
6. How many forms of catalogs are there ? What are they ?
7. What was the printed-card service of the Library of Congress ?
8. Where are the secondary headings or added entries recorded on the cards ?
9. How can an online catalog be integrated ?
10. What is MARC (Machine-readable cataloging) ?

UNIT 7

REFERENCE SECTION AND REFERENCE BOOKS

The aim of every library is to provide information to its clients. The reference section provides services which help clients make the best use of a library's resources, and find the information they require quickly and efficiently.

Reference services vary with the purpose and size of the library. A large library is likely to have a reference sections of several staff who deal with a wide variety of subjects. They may also be responsible for a function or a subject area. A large library will have a separate reference desk and a loans desk to meet the needs of its clients. A smaller organisation may have only one or two staff who must provide a wide variety of services, although in a more specialised subject area. There is likely to be one desk only, providing loans and reference assistance.

Staff working in a reference section need to develop skills in accessing information and in assisting library clients. They need a sound knowledge of the library's collection, and an understanding of how to find information efficiently.

Most libraries have a reference collection consisting of printed publications and electronic sources which are used to find information and refer clients to other sources. The Internet in particular has increased the range of resources available for finding information and answering enquiries.

The basic purpose of a reference section is to assist clients to access information in the library's collection and from other sources, and to make the best selection from the collection.

Everyone asks questions and everyone likes to get the right answers. A quick way to get an answer is to turn to some person who knows the subject. A more certain way is to turn to books.

Books always have been and continue to be treasure houses of answers. Both fact and fiction books teach us things we have never known about people, places, and things. In this sense all books answer questions for us. The Reference Department of the New York Public Library regards all books in just this way. More than 9 million books are held there for use only in the building. With the help of the staff, people from all over the world use the collection. There, daily, hundreds of people find the answers they want, proving that the library deserves its nickname, The House of Answers.

Even though all books are in a sense answer books, some are written especially to answer questions. Such books are called reference books. Learning how to use them is an important part of education.

Some people specialize in this skill and after years of training spend their lives working as reference librarians. Many people assume that a reference librarian knows all the answers. He does not; but he does know where he will find the right answer. Questions reach the reference desk directly from people visiting the library, by telephone from homes and offices, and by mail. The librarian does his best to answer all questions correctly and quickly.

Few people need to know as much about reference books as a librarian. With some study and browsing anyone can learn how to use many of these books. Knowing where to look for the books and how to use them will usually lead to the right answer.

Most librarians agree that about 10,000 different books are regularly used for reference purposes. Many of these fall into various groups. A simple grouping is: Encyclopedias; Dictionaries; Atlases and Gazetteers; Indexes; Handbooks and Manuals; Biographical Directories; Bibliographies; and Almanacs and Miscellanies. A home library should have at least one title in each of the first four groups. Many good books in all these classes are in all public libraries. Some of these reference works are updated on a weekly, monthly, or annual basis.

When one knows examples in each group, he has a key to the answers of many of the world's questions. Whether the questions spring from

schoolwork or dinner-table arguments, from television quiz programs or just plain curiosity, answers can be found.

All good reference books have something in common. They are accurate. If a reference book gives the wrong answer frequently, it does not deserve to be called a reference book. The best reference books are those which give adequate, up-to-date information written in plain language without editorial opinion. Authority and fairness are two other important elements that are common to good reference books.

One point that has to be known in relation to all reference books is their scope. No book attempts to answer all questions. The good reference publisher indicates the scope of his publication. The publication should be judged adequate if it furnishes the information that should be found within those limits. The reader should not expect to find information in the field of mythology in a chemistry handbook. He should, however, expect to find the answers to chemical questions in the handbook.

Other important elements in reference books are arrangement and readability. The reader using a reference book expects to find a fact quickly. Well-arranged books let him do just that. Arrangement varies with the type of book. Dictionaries and encyclopedias are usually arranged alphabetically; atlases and gazetteers, by continent and country divisions. Statistical handbooks usually divide the tables by broad subjects and supplement them with an alphabetical index. Whatever the arrangement, it is good if it is simple, consistent, and easily understood.

It is equally important that the facts themselves be easily understood. No matter how much authority has gone into the preparation of a reference book, it is of little value if the material is not readable. The best reference works are carefully edited for both accuracy and ease of reading. The well-made, attractive book is a pleasant book to use, and the elements of design and formal are important in judging reference books. Illustrations are being used more and more to help explain the printed text. Pictures in black and white or in color, carefully selected and placed, add to the understanding of facts. At the right point in the text, a chart, diagram, or picture may save paragraphs of technical explanation. Words about distant places, discoveries,

and processes many times come to life only when they are identified through clear maps, diagrams, or pictures. This wide variety of illustration, good quality paper, and sturdy binding, contributes to a book's attractiveness and usefulness.

Bibliographies in a reference book are of double importance. Primarily, these lists of source material indicate where the editors have found the facts which have gone into the book. In addition, they give tips to the interested reader as to where he can find more information. No reference book can be so adequate that it gives all the information every reader may want. As a result these reading lists are valuable in guiding the reader to that additional information.

VOCABULARY

- reference section (n.) : bộ phận tham khảo
 - reference book (n.) : sách tham khảo
 - reference collection : sưu tập tham khảo
 - reference service : dịch vụ tham khảo
 - reference department : ban tham khảo
 - reference interview : phỏng vấn tham khảo
 - reference librarian : quản thủ thư viện phụ trách tham khảo
 - reference desk : bàn tham khảo, quầy tham khảo
 - chat reference : tham khảo giao tiếp trực tuyến
 - virtual reference : tham khảo ảo
- client (n.) : khách hàng, độc giả
- loans desk (n.) : quầy mượn trả sách
- turn (v.) : hướng về
- treasure (n.) : kho báu, vật quý, tài sản tích lũy
- regard (v.), (n.) : quan tâm đến
- deserve (v.) : xứng đáng
- nickname (n.) : bí danh
- assume (v.) : thừa nhận
- encyclopedia (n.) : bách khoa toàn thư
- dictionary (n.) : từ điển
- atlas (n.) : sách bản đồ

- gazetteer (n.) : từ điển địa lí
- index (n.) : sách chỉ mục, bản chỉ mục
- handbook (n.) : sổ tay
- manual (n.) : cẩm nang
- directory (n.) : danh bạ, niên giám
 - biographical directory : danh bạ thư tịch
- bibliography (n.) : thư mục
- almanac (n.) : niên san
- yearbook (n.) : lịch sách
- miscellany (n.) : hợp tuyển
- spring (v.) : bật ra, đề ra
- argument (n.) : cuộc tranh luận, cãi nhau
- quiz (n.) : đố vui
- curiosity (n.) : tính hiếu kì, tò mò
 - curious (adj.) : hiếu kì, tò mò
- authority (n.) : tính thẩm quyền
 - authority control : kiểm tra tính thẩm quyền, kiểm tra tính nhất quán
 - authority file : tập tin có thẩm quyền
 - subject authority file : tập tin có thẩm quyền chủ đề
- fairness (n.) : tính công bằng, thẳng thắn
- furnish (v.) : cung cấp
- mythology (n.) : thần thoại
- continent (n.) : lục địa
- division (n.) : phân mục
- statistical (adj.) : thuộc về thống kê
 - statistics (n.) : thống kê học
- sturdy (adj.) : cứng cáp, vững chắc
- tip (n.) : lời khuyên

BÀI TẬP

7.1 Xác định loại và chức năng của phrase và clause gạch dưới.

1. The aim of every library is to provide information to its clients.
2. The reference section provides services which help clients make the best use of a library's resources, and find the information they require quickly and efficiently.

3. A large library is likely to have a reference sections of several staff who deal with a wide variety of subjects.
4. A large library will have a separate reference desk and a loans desk to meet the needs of its clients.
5. A smaller organisation may have only one or two staff who must provide a wide variety of services, although in a more specialised subject area.
6. There is likely to be one desk only, providing loans and reference assistance.
7. Staff working in a reference section need to develop skills in accessing information and in assisting library clients.
8. Most libraries have a reference collection consisting of printed publications and electronic sources which are used to find information and refer clients to other sources.
9. The Internet in particular has increased the range of resources available for finding information and answering enquiries.
10. The basic purpose of a reference section is to assist clients to access information in the library's collection and from other sources, and to make the best selection from the collection.
11. A quick way to get an answer is to turn to some person who knows the subject.
12. Books always have been and continue to be treasure houses of answers.
13. Both fact and fiction books teach us things we have never known about people, places, and things.
14. There, daily, hundreds of people find the answers they want, proving that the library deserves its nickname, The House of Answers.
15. Even though all books are in a sense answer books, some are written especially to answer questions.
16. Some people specialize in this skill and after years of training spend their lives working as reference librarians.
17. Questions reach the reference desk directly from people visiting the library, by telephone from homes and offices, and by mail.
18. Whether the questions spring from schoolwork or dinner-table arguments, from television quiz programs or just plain curiosity, answers can be found.
19. The best reference books are those which give adequate, up-to-date information written in plain language without editorial opinion.
20. Primarily, these lists of source material indicate where the editors have found the facts which have gone into the book.

7.2. Trả lời câu hỏi

1. What services does the reference section provide ?
2. How does a large library meet the needs of its clients ?
3. What skills does reference staff need to develop ?
4. What is the basic purpose of a reference section ?
5. What do books teach you ?
6. Which institution has the nickname, The House of Answers. Why?
7. Which books are called reference books?
8. What is a good reference book?
9. Why are arrangement and readability important elements in reference books?
10. Why are bibliographies in a reference book of double importance?

UNIT 8

HISTORY OF LIBRARY USES OF TECHNOLOGY

Even before World War II, librarians had experimented with punch card systems for various library functions. In the 1970s librarians began to explore the use of machines like the IBM 1401 for batch processing some of these functions. Late in that decade, 'minicomputers' were introduced in business and industry. Because of the multi-tasking capacity of these machines – where several programs could be 'juggled' at the same time – multi-user, interactive applications became possible. Several people could use the machine at the same time, apparently having the machine to themselves. The idea of interacting with a computer from a terminal attached to the system (by hard wiring or telephone modem) became more common.

Minicomputer systems and related software made it attractive for vendors to begin developing and marketing software for library use. While still fairly expensive, these machines and their related software were much cheaper than earlier mainframe computers and opened up the idea of automation to an increasing number of these minicomputer operations, the emerging standards (MARC) and access to bibliographic information through bibliographic utilities (OCLC, RLIN, WLN). As information exchange between libraries, sources and end users expanded, the demand for standards for communication of bibliographic information and easier ways to accomplish these tasks increased. The National Information Standards Organization (NiSO) issued a number of Z39 standards related to the automation and data formats for a variety of library functions – bibliographic records, serials, ordering and information retrieval definitions. Such standards for formats of machine-readable information and communications are essential if libraries are to communicate bibliographic and related information in an efficient manner.

During the 1980s automation of library processes changed rapidly. As costs for computer hardware and peripherals came down, it became financially feasible for smaller libraries to think about automating library

processes. An increasing number of desktop computer systems appeared. Many operating systems emerged for these machines, but there was almost no standardization and very little library applications software was written. Radio Shack entered the field early with its TRS-80 machines. IBM began to produce the IBM PC. By the mid-1980s the IBM PC and the Apple Computer family of systems were almost the universal standards. In 1985 Apple introduced the Macintosh. Desktop microcomputers continued to expand their processing and storage capacity, making these systems useful to the developer of library functions software. The distinction between 'workstations' and 'microcomputers' began to blur.

The emergence of technical standards meant that libraries could communicate, store and modify bibliographic information while the emergence of lower cost, high capacity machines meant that libraries (and vendors) could afford to automate library functions. Many administrators of smaller libraries who had previously hesitated to automate library functions found that, as their library joined larger library systems or consortia, they had to automate, so that the library could participate in cooperative activities.

Utility programs (word processing, spreadsheets, databases) were adapted to library processes and larger computer memories and disk drive capacities made their use possible in even the largest libraries. Following the lead of other groups in business and industry, many public and academic institutions moved to create local area networks. Some of these networks join the machines in one facility; others join machines across a campus or a county (Wright, 1991).

In 1975 five commercially vended applications for libraries existed; by the time of the publication of this book (1995) there will be several hundred commercial library function systems (Muro, 1991). The distinction between mainframe, mini, and microcomputers has become impossible to maintain. In addition, a variety of display, storage and communication devices have emerged and begun to integrate around the desktop platform. CD ROMs, videodiscs, graphic display interfaces, integration of text, graphics and sound (multimedia), scanning devices, non-keyboard input devices (touch screen, the mouse), pen and pad systems, and FAX interfaces have all appeared on the desktop.

All of these technologies which include personal computers (of any brand and configuration) as well as a variety of technologies controlled by those computers including: interactive videodiscs, CD ROMs and telecommunications. These developments mean that in the 1990s smaller libraries can automate at least some of their library functions. Indeed, the largest share of the future market for automation of library functions will be found among these smaller libraries (Bocher, 1993). So far, many of these libraries have not had experience with any computer – related library system.

In business and industry there is a myth that the automation of work processes actually can reduce staffing costs. It is true that some levels of staffing can be reduced, usually at the lower pay levels. However, the automated systems always require additional staffing at higher pay levels for system management and system modification. Those who fund library automation projects through added capital budget allocations often expect that the library will be able to operate more efficiently and that significant staff cuts are possible. Indeed, many library automation projects involving circulation and the catalogue are often only funded for equipment and software contracts. Staff training costs, additional staffing for preparing the collection and the database, and any new staff are often left to the library.

Even in the single person library, while some clerical tasks are automated, the necessary skills to utilize the system, keep it running and do required updates demands new, high-level skills. The librarian of such a library either must acquire these skills or hire a consultant to support the operation of the system. Librarians have discovered that there are no significant staff reductions in automating these systems and there is a significant increase in the amount of continuing staff training required. Also, any new staff hired require more training than was previously necessary. Anytime there are significant system changes, retraining must occur. Staff requirements tend to move toward more highly trained, more expensive staff members. Whether these staff members are selected from current staff and retrained or recruited from outside the library, they will be more expensive.

Problems in staff training, staff reassignment and staff reactions to automation are common. Library managers have moved to use technology in their operations but have not always considered the consequences and costs

for employees. Dakshinamurti (1985, p. 343) notes: "Library organizations were in such a hurry to be included in this (technological) transformation that few contemplated the resulting effect of computer aided systems on their employees." Since many of these technologies must also be used by the library's patrons, the same problems emerge: patrons need training, the demand for bibliographic instruction increases, patrons have adverse reactions to the systems and want systems which are easily understood.

VOCABULARY

- experiment (v.) : thực nghiệm
- punch card (n.) : phiếu đục lỗ
- explore (v.) : thăm dò
- batch processing : xử lý theo khối
- capacity (n.) : dung lượng
 - storage capacity : dung lượng lưu trữ
 - memory capacity : dung lượng bộ nhớ
- juggled (adj.) : tung hứng
- multi-tasking (n.) : đa nhiệm
 - multi-user : nhiều người dùng một lúc
 - multiproccessing : đa xử lý
- interactive (adj.) : tương tác
 - interaction (n.) : sự tương tác
- modem (n.) : môđem, bộ biến điện
- hardware (n.) : phần cứng
- software (n.) : phần mềm
 - open source software : phần mềm nguồn mở
- computer (n.) : máy tính, máy điện toán
 - mainframe computer : máy tính lớn
 - minicomputer : máy tính trung
 - microcomputer = personal computer : máy vi tính, máy tính cá nhân
- vendor (n.) : nhà thầu cung cấp thiết bị hay phần mềm
- emerge (v.) : xuất hiện, nổi lên
 - emergence (n.) : xuất hiện
- bibliographic utility (n.) : mạng công cụ thư tịch
 - OCLC = Online Computer Library Center : mạng thư tịch OCLC

- utility program : chương trình tiện ích
- accomplish (v.) : thực hiện, hoàn thành
- automation (n.) : tự động hóa
 - automation information system : hệ thống thông tin tự động hóa
 - automatic (adj.), (n.) : tự động
 - automatic indexing : làm chỉ mục tự động
 - automatic teller machine (ATM) : máy rút tiền tự động
 - automate (v.) : tự động
 - automated circulation system : hệ thống lưu hành tự động
- peripheral (n.) : thiết bị ngoại vi
- feasible (adj.) : khả thi
 - feasible study : khảo sát khả thi, nghiên cứu khả thi
- distinction (n.) : sự khác biệt
- blur (v.) : trở nên không rõ ràng
- consortium (n.) : liên hiệp
 - library consortium : liên hiệp các thư viện
 - library system : hệ thống thư viện
- spreadsheet (n.) : trang bảng tính
- vend (v.) : bán
- device (n.) : thiết bị, dụng cụ, máy
 - scanning device : máy quét
 - computer-based control device : dụng cụ điều khiển bằng máy
 - non-keyboard input device : thiết bị nhập không bàn phím
 - touch screen : màn hình nhập
 - mouse : chuột máy tính
- interface (n.) : giao diện
 - graphic display interface : giao diện trình bày đồ họa
- integration (n.) : sự tích hợp
 - integrate (v.) : tích hợp
 - integrated circuit : mạch tích hợp
 - integrated software : phần mềm tích hợp
- platform (n.) : nền phần cứng; bệ, bục
- desktop (n.) : máy tính để bàn
 - laptop (n.) : máy tính xách tay
- memory (n.) : bộ nhớ
 - external memory : bộ nhớ ngoài
 - random access memory (RAM) : bộ nhớ truy cập ngẫu nhiên

- read only memory (ROM) : bộ nhớ chỉ đọc
- pad (n.) : xấp giấy
- myth (n.) : chuyện hoang đường
- brand (n.) : loại hàng
- configuration (n.) : cấu hình
- telecommunication (n.) : viễn thông
- modification (n.) : sự sửa đổi
 - modify (v.) : sửa đổi
- significant (adj.) : quan trọng
- reassignment (n.) : sự tái phân công
- consequence (n.) : hậu quả
- contemplate (v.) : suy tính, dự tính

BÀI TẬP

8.1 Xác định loại và chức năng của phrase và clause gạch dưới.

1. Even before World War II, librarians had experimented with punch card systems for various library functions.
2. The idea of interacting with a computer from a terminal attached to the system (by hard wiring or telephone modem) became more common.
3. Minicomputer systems and related software made it attractive for vendors to begin developing and marketing software for library use.
4. The National Information Standards Organization (NISO) issued a number of Z39 standards related to the automation and data formats for a variety of library functions.
5. As costs for computer hardware and peripherals came down, it became financially feasible for smaller libraries to think about automating library processes.
6. Desktop microcomputers continued to expand their processing and storage capacity, making these systems useful to the developer of library functions software.
7. Many administrators of smaller libraries who had previously hesitated to automate library functions found that, as their library joined larger library systems or consortia, they had to automate, so that the library could participate in cooperative activities.
8. All of these technologies which include personal computers (of any brand and configuration) as well as a variety of technologies controlled by those

computers including: interactive videodiscs, CD ROMs and telecommunications.

9. These developments mean that in the 1990s smaller libraries can automate at least some of their library functions.
10. It is true that some levels of staffing can be reduced, usually at the lower pay levels.
11. Those who fund library automation projects through added capital budget allocations often expect that the library will be able to operate more efficiently and that significant staff cuts are possible.
12. Librarians have discovered that there are no significant staff reductions in automating these systems and there is a significant increase in the amount of continuing staff training required.
13. Whether these staff members are selected from current staff and retrained or recruited from outside the library, they will be more expensive.
14. Library organizations were in such a hurry to be included in this (technological) transformation that few contemplated the resulting effect of computer aided systems on their employees.
15. Since many of these technologies must also be used by the library's patrons, the same problems emerge: patrons need training, the demand for bibliographic instruction increases, patrons have adverse reactions to the systems and want systems which are easily understood.

8.2. Trả lời câu hỏi

1. When did librarians begin to explore the use of computers?
2. Why did vendors begin developing and marketing software for library use?
3. Why did librarians need standards for communication of bibliographic information?
4. Why did the automation of library processes change rapidly during the 1980s?
5. Why did the small libraries have to automate as they joined larger library systems or consortia?
6. What was the difference of the desktop from mainframe, mini, and microcomputers?
7. What was the change of staff in the automation of work processes?
8. What does a small library do to meet the demand to have staff with new, high-level skills?
9. What are the problems in staff training?
10. Do library's patrons need training? Why?

UNIT 9

THE INFORMATION AGE

Information is not only the most basic aspect of our society, but is one of the most essential. Our survival is dependent on the effective transfer of information at every level. It is an indispensable aspect of modern society and information processing has always been an integral part of every activity that humans undertake, from passing genes, to telling a joke, to smelling a rose, to building a bridge, to everything in our lives, both awake and asleep.

We are being told, rather frequently, that this is the Information Age and that the key to success and a happy life is knowledge access and connectivity, preferably through electronic devices. Librarians and indexers are only one part of a large group of professionals who produce, organize, and disseminate information.

The concept of the Information Age is now universal. Several decades ago librarians talked about an “Information Age”, then this terminology was picked up by the computer world, then the government, and finally it became ubiquitous in the business world. The Information Age has changed our ways of living: in medical care, education, and most notably, in the way we entertain ourselves. It has changed the whole fabric of our careers and the types of skills and training we need.

It should first be made clear that past generations were very much concerned about information, that information played a significant role in their lives, and that there were problems with its storage and retrieval. Information is a universal concept that knows no boundaries of time or place. The profession of handling information was not invented in the last hundred years. It goes back in time to at least the point where humankind developed writing systems to record their thoughts.

During and after World War II, there was an increasing recognition of the central role of information in individual, social, economic, and cultural affairs, which brought on an interest in the concept of information itself. During this period of time, the Information Age was fueled by a revolution in

information technologies, but over the decades that followed, it was realized that computers and communication devices were only one dimension of the information world. The phenomena of information rest on a broad range of biological and behavioral attributes that we are only beginning to understand.

It is popular to say that the Industrial Society gave way to the Information Society. This may be a rather poor concept. The Industrial Society is still a gigantic enterprise and very much alive and has not been replaced by anything. It is true, of course, that the Industrial Society depends more on information than ever before, but it still is turning out automobiles and washing machines and selling them. The Information Society is a different, independent facet of our society, influencing the entire society, but not replacing everything else wholesale. The creation, processing, and distribution of information is a major industry. Most all industries are rapidly realizing that accurate, readily accessible information is the key to success.

The designation "Information Age" means that the idea of information is recognized as a natural phenomenon and the study of its nature is a prime concern. Also, the new age has brought a major shift in the products and services industries. There is a high concentration of people and resources involved in the fundamental tasks of creating and disseminating information.

There are a number of factors that characterize the Information Age. The obvious one is the sheer growth in the amount of information. Closely related to that is the increasing amount of information in new forms which cannot be handled with traditional techniques. One example of this is the Internet with its potpourri of multimedia.

In the 1950s the term Information explosion appeared to describe the exponential increase in information generation. Hardly any paper on information written since World War II has failed to warn that something must give since the handling of information is at a crisis stage. Information is exploding, with the implication that information systems likewise are going to blow up. As we know, the information profession turned to computers as promising tools for coping with the so-called explosion. This age of information explosion (or, as some people like to say, this age of information

pollution) cannot be controlled unless information is properly organized for retrieval. A major tool for doing this is indexing.

Why is information so important? Because it is the way we control our lives. Information has always been considered a means for control and the Information Age has intensified this concept. The word control has many negative connotations. We think of science fiction novels, of manipulative bosses we have worked for, of totalitarian governments, and so forth; but the idea of control has many more positive connotations. For example, a steering wheel controls the wheels of a car.

The concept of information for control has other endless examples, going back into the twilight of humankind's appearance. Early humankind learned the habits of animals and nature's secrets for when and what kind of plants to gather and later how to raise their own animals and plant their own crops. In this way they used information in order to control their destinies.

Several years ago when one of your authors was told that he had cancer, he wanted as much information as possible because he wanted to control his life. If he was going to die in two days, he wanted to be in control. If he were going to live two years, then he needed the information to plan his two remaining years. He suddenly wanted total and absolute control of his life, and information was the key. Never before had the concept of information become so personal.

The idea of using information for control spans from the amoebae to the ultimate force of the universe. One of the tragedies of the human condition is that we lack the information we need to optimize our place in the scheme of things. Control is, therefore, a defining force in the rise of the Information Society and the Information Age. When electronic mechanisms became available, the power to control, in both the good and bad connotations of the word, increased to an incredible degree. Thus came the Information Age revolution explosion society.

As we move through the early years of the twenty first century, we can look back at the incredible distance we have traveled in the information field during the twentieth century. In terms of automated systems we began

the century with punched cards and ended the century with practically the entire world wired.

As the new millennium dawned, we hit the ground running.

VOCABULARY

- modification (n.) : sự sửa đổi
 - modify (v.) : sửa đổi
- significant (adj.) : quan trọng
- age (n.) : thời đại, kỉ nguyên
 - information age : kỉ nguyên thông tin
 - information society (n.) : xã hội thông tin
- survival (n.) : sự tồn tại
 - survive (v.) : tồn tại, sống sót
- indispensable (adj.) : tuyệt đối cần thiết
 - indispensability (n.) : tính bắt buộc, tính cần thiết
- integral (adj.) : không thể thiếu
- undertake (v.) : bảo đảm, đảm trách
- gene (n.) : gien (sinh học)
 - passing genes : chuyển đổi gien
- preferably (adv.) : tốt nhất là
- disseminate (v.) : phổ biến
- ubiquitous (adj.) : thường gặp
- notably (adv.) : đáng kể, đáng lưu ý
- entertain (v.) : giải trí, tiêu khiển
 - entertainment (n.) : cuộc tiêu khiển
- fabric (n.) : cơ cấu
- career (n.) : sự nghiệp
- fuel (v.) : cung cấp nhiên liệu
 - fuel (n.) : nhiên liệu
- revolution (n.) : cuộc cách mạng
- dimension (n.) : chiều, thứ nguyên
 - three dimension space = 3D space : không gian ba chiều
- phenomenon (n.) : hiện tượng
- rest on (v.) : dựa vào
- range (n.) : phạm vi, lĩnh vực

- behavioral (adj.) : thuộc về cách cư xử
 - behavior (n.) : hành vi, động thái
- attribute (n.) : thuộc tính
- industrial (adj.) : thuộc công nghiệp, kĩ nghệ
 - industry (n.) : công nghiệp, kĩ nghệ
 - industrial society (n.) : xã hội công nghiệp
- gigantic (adj.) : vĩ đại
- enterprise (n.) : công trình, sự nghiệp
- turn out (v.) : sản xuất ra
- automobile (n.) : ô tô, xe hơi
- designation (n.) : danh xưng, tước hiệu
- concern (n.) : mối quan tâm
- prime (adj.) : chủ yếu, quan trọng nhất
- major (adj.) : trọng đại
 - major (n.) : chuyên ngành, ngành học chính của sinh viên
- shift (n.) : thay đổi
- factor (n.) : nhân tố
- characterize (v.) : tiêu biểu cho, đặc trưng cho
- character (n.) : đặc điểm
- sheer (adj.) : hoàn toàn, tuyệt đối
- growth (n.) : gia tăng
- potpourri (n.) : hỗn tạp
- explosion (n.) : bùng nổ
 - information explosion : bùng nổ thông tin
 - explode (v.) : bùng nổ
- exponential (adj.) : theo cấp số nhân
- handling (n.) : cách trình bày
- crisis (n.) : khủng hoảng
- implication (n.) : hàm ý, ngụ ý
 - implicative (adj.) : hàm ý, ngụ ý
 - implicate (v.) : ám chỉ
- likewise (adv.) : như thế, tương tự
- blow up (v.) : thổi bùng lên, bùng lên
- pollution (n.) : ô nhiễm, dầu độc
- intensify (v.) : tăng cường, làm nâng cao
- connotation (n.) : ý nghĩa, nghĩa rộng
- manipulative (adj.) : hấp dẫn, lôi cuốn

- totalitarian (adj.) : chuyên chế
- twilight (n.) : lúc tranh tối tranh sáng; thời kì xa xưa; thời kì thoái trào
- destiny (n.) : số phận, định mệnh
- span (v.) : nối
 - span (n.) : quãng thời gian, quãng đời
- amoeba (n.) : con amip (sinh vật chỉ có một tế bào ở trong nước)
 - amoebae (n.) dạng số nhiều
- ultimate (adj.) : tối thượng
 - ultimate (n.) : cái tốt nhất
- tragedy (n.) : thảm kịch
- optimize (v.) : lạc quan
- in the scheme of things : cứ cái kiểu này
- incredible (adj.) : không thể tin được
- in terms of something : về mặt
- wire (v.) : mắc điện
- millennium (n.) : thiên niên kỷ
- dawn (v.) : hé mở, tảng sáng
 - cawn (n.) : bình minh

BÀI TẬP

9.1 Xác định loại và chức năng của phrase và clause gạch dưới.

1. It is an indispensable aspect of modern society and information processing has always been an integral part of every activity that humans undertake, from passing genes, to telling a joke, to smelling a rose, to building a bridge, to everything in our lives, both awake and asleep.
2. We are being told, rather frequently, that this is the Information Age and that the key to success and a happy life is knowledge access and connectivity, preferably through electronic devices.
3. Librarians and indexers are only one part of a large group of professionals who produce, organize, and disseminate information.
4. The Information Age has changed our ways of living: in medical care, education, and most notably, in the way we entertain ourselves.
5. It has changed the whole fabric of our careers and the types of skills and training we need.
6. It should first be made clear that past generations were very much concerned about information.

7. Information is a universal concept that knows no boundaries of time or place.
8. The profession of handling information was not invented in the last hundred years.
9. It goes back in time to at least the point where humankind developed writing systems to record their thoughts.
10. During and after World War II, there was an increasing recognition of the central role of information in individual, social, economic, and cultural affairs, which brought on an interest in the concept of information itself.
11. The phenomena of information rests on a broad range of biological and behavioral attributes that we are only beginning to understand.
12. It is popular to say that the Industrial Society gave way to the Information Society.
13. It is true, of course, that the Industrial Society depends more on information than ever before, but it still is turning out automobiles and washing machines and selling them.
14. The Information Society is a different, independent facet of our society, influencing the entire society, but not replacing everything else wholesale.
15. The designation "Information Age" means that the idea of information is recognized as a natural phenomenon and the study of its nature is a prime concern.
16. There is a high concentration of people and resources involved in the fundamental tasks of creating and disseminating information.
17. Being closely related to that is the increasing amount of information in new forms which cannot be handled with traditional techniques.
18. Hardly any paper on information written since World War II has failed to warn that something must give since the handling of information is at a crisis stage.
19. One of the tragedies of the human condition is that we lack the information we need to optimize our place in the scheme of things.
20. As we move through the early years of the twenty first century, we can look back at the incredible distance we have traveled in the information field during the twentieth century.

9.2. Trả lời câu hỏi

1. How essential is information?
2. What is the origin of the terminology of "Information Age"?
3. Who produces, organizes, and disseminates information?
4. What was the role of information?
5. What was the relation between Industrial Society and Information Society?

6. How was information increased rapidly?
7. What did information assist for our live control?
8. Why did the concept of information become so personal?
9. What happened when electronic mechanisms became available?
10. In terms of automated systems, what was the greatest achievement?

UNIT 10

THE TWENTY-FIRST CENTURY LIBRARY

Libraries are society's repositories for knowledge: temples, if you like, of culture and wisdom. Born in an era where agriculture was humankind's greatest preoccupation, libraries experienced a resurgence with the invention of printing in the Renaissance, and really began to flourish when the industrial revolution prompted a series of inventions that mechanized the printing process – the steam press, for example.

We think of the library as the epitome of a stable, solid, unchanging institution, and indeed the silent looming presence of 2,000 enormous stone slabs often called the "forest of steles" – certainly projects a sense of permanence. But this is an exception. Over the years libraries have evolved beyond recognition. Originally intended for storage and preservation, libraries have refocused to place users at the center, with increased emphasis on information exchange.

Ancient libraries were only useful to the small minority of people who could read and were accessible within stringent limitations imposed by social conditions. Medieval monastic and university libraries held chained copies of books in public reading areas. Other copies were available of loan, although substantial security was demanded for each volume borrowed.

The public library movement took hold in the 19th century. Still, the libraries of the day had bookstacks that were closed to the public: patrons perused the catalog and chose their books, which were then handed out over the counter. In continental Europe, most libraries still operate this way. However, progressive 20th century librarians came to realize the advantage of allowing readers to browse among the shelves and make their own selections, and the idea of openaccess libraries became widely adopted in English-speaking countries, marking the fulfillment of the principle of free

access to the contents of libraries by all the symbolic snapping of the links of the chained book.

Today we stand on the threshold of the digital library. The information revolution not only supplies the technological horsepower that drives digital libraries, but fuels and unprecedented demand for storing, organizing, and accessing information – a demand which is, for better or worse, economically driven rather than curiosity driven as in days gone by. If information is the currency of the knowledge economy, digital libraries will be the banks where it is invested. Indeed Goethe once said that visiting a library was like entering the presence of great wealth which was silently paying untold dividends.

The last decade of the twentieth century, and the initial years of the twenty-first have seen the most dramatic changes in libraries in their many centuries of evolution. While the currencies of great nations have given up for a common new unit, and the globe has been enwrapped in an electronic web, libraries too have been subjected to economic, social, technological, and other transformative forces that have brought constant, consuming change.

There is little doubt that the rise of electronic information technologies and the digital age are having a transformative effect in the twenty-first century.

The rise of the Web creates an entirely new search environment that may become a major competitor to the library itself.

Although this environment may be foreign to traditional library users, it may still be perceived as more convenient and cost effective to them; in addition, to the young, the Web environment is the “normal” one and may well be the preferred situation in which searching for information is accomplished.

Even if we do not consider the Web to be an imminent threat to libraries, the impact of information technologies on libraries cannot be overestimated. The means of information production, organization, and dissemination have undergone a major transformation in recent years, with

computer technologies emerging as a dominating force. The significance for libraries of these transformations are broad and deep, and it is important to reflect on some of the more profound effects.

New technologies have forced a major redesign of the library's physical environment. The card catalog has been removed, as well as some tables, chairs, and shelving in most libraries, and in its place are online public access catalog terminals (OPACs) providing access to the local collection, ILL services, reference service, and the Web. The new technologies have complete different physical requirements: they may not only be placed in a centralized area but also dispersed throughout the library.

The new technological environment is one in which professional and support staff each need significant skills, and there are many types of professionals (for example, systems operators and librarians) working to provide information services. There are many unknowns regarding the future of libraries and how they will be affected by technology. What we do know is that change will be a natural and continuous part of that world.

VOCABULARY

- repository (n.) kho, kho tàng
 - digital repository : kho số
- experience (v.) : trải nghiệm
- era (n.) = age : kỉ nguyên, thời đại
- preoccupation (n.) : thống trị, chiếm trước
- resurgence (n.) : hồi sinh
- Renaissance (n.) : thời Phục hưng
- flourish (v.) : khoe sắc
- prompt (v.) : thúc đẩy
 - prompt (adj.) : nhanh chóng
- mechanize (v.) : cơ giới hóa
- steam press (n.) : máy in hơi nước
- epitome (n.) : hình ảnh thu nhỏ
- stable (adj.) : bền vững
- solid (adj.) : rắn chắc

- looming (adj.) : mờ ảo
- slab (n.) : phiến
 - stone slab : phiến đá
- stele (n.) : bia đá
- project (v.) : dự kiến, có kế hoạch
- permanence (n.) : vĩnh cửu
- evolve (v.) : tạo ra
- beyond (adv.) : xa hơn
- recognition (n.) : nhận ra, nhận biết
 - recognize (v.) : nhận biết
- ancient (adj.) : cổ xưa, cổ đại
- minority (n.) : thiểu số
- accessible (adj.) : sử dụng được
- stringent (adj.) : nghiêm ngặt
- impose (v.) : áp đặt
- Medieval (n.) : thời Trung cổ
- monastic (n.) : tu viện
- chain (v.) : xích lại
- available (adj.) : sử dụng được, có hiệu lực
- substantial (adj.) : chủ trọng, trọng yếu
- movement (n.) : hoạt động, phong trào
- take hold (v.) : giữ vững, nắm chắc; phát triển vững chắc
- bookstack (n.) : kho sách
- peruse (v.) : đọc lướt
- hand out (v.) : lấy ra, phát ra
 - hand out (n.) : tờ giấy phát, bài phát
- continental (adj.) : lục địa
 - continent (n.) : lục địa
- openaccess library : thư viện mở
- threshold (n.) : ngưỡng cửa
- horsepower (n.) : sức ngựa, mã lực
- unprecedented (adj.) : chưa từng thấy
- curiosity (n.) : hiếu kì, tò mò
- currency (n.) : tiền tệ
- knowledge economy (n.) : kinh tế tri thức
- wealth (n.) : giàu sang
- untold (dj.) : vô kể

- dividend (n.) : tiền lãi
- dramatic (adj.) : kịch tính, gây ấn tượng mạnh, gây xúc động
- tumble (v.) : sụp đổ
- enwrap (v.) : bao bọc, cuốn lấy
- subject (v.) : chịu đựng, khuất phục
- transformative (adj.) : chuyển đổi, biến đổi
 - transform (v.)
 - transformation (n.)
- constant (adj.) : liên miên
- consuming (adj.) : ám ảnh
- doubt (n.) : hoài nghi, ngờ vực
- competitor (n.) : đối thủ, người cạnh tranh
- foreign (adj.) : xa lạ
 - foreigner (n.) : người nước ngoài
- perceive (v.) : nhận thức, nhận thấy, lĩnh hội
- cost-effective (adj.) : sinh lợi, mang đến lợi ích
- imminent (adj.) : sắp xảy ra
- threat (n.) : mối đe dọa
- impact (n.) : tác động, ảnh hưởng
- overestimate (v.) (n.) : đánh giá quá cao
- means (n.) : tiềm lực, phương tiện
- undergo (v.) : chịu đựng, trải qua
 - undergo a complete change : thay đổi hoàn toàn
- dominate (v.) : ngự trị, chiếm ưu thế
- profound (adj.) : sâu sắc
- OPAC = Online Public Access Catalog : Mục lục truy cập công cộng trực tuyến
- ILL = Interlibrary Loan (n.) : mượn liên thư viện
 - ILL services : dịch vụ mượn liên thư viện
- disperse (v.) : phân tán

BÀI TẬP

10.1 Xác định loại và chức năng của phrase và clause gạch dưới.

1. Born in an era where agriculture was humankind's greatest preoccupation, libraries experienced a resurgence with the invention of printing in the

Renaissance, and really began to flourish when the industrial revolution prompted a series of inventions that mechanized the printing process – the steam press, for example.

2. Ancient libraries were only useful to the small minority of people who could read and were accessible within stringent limitations imposed by social conditions.
3. Other copies were available of loan, although substantial security was demanded for each volume borrowed.
4. Still, the libraries of the day had bookstacks that were closed to the public: patrons perused the catalog and chose their books, which were then handed out over the counter.
5. In continental Europe, most libraries still operate this way.
6. Progressive 20th century librarians came to realize the advantage of allowing readers to browse among the shelves and make their own selections.
7. The idea of openaccess libraries became widely adopted in English-speaking countries, marking the fulfillment of the principle of free access to the contents of libraries.
8. The information revolution not only supplies the technological horsepower that drives digital libraries, but fuels and unprecedented demand for storing, organizing, and accessing information.
9. A demand which is, for better or worse, economically driven rather than curiosity driven as in days gone by.
10. If information is the currency of the knowledge economy, digital libraries will be the banks where it is invested.
11. Indeed Goethe once said that visiting a library was like entering the presence of great wealth which was silently paying untold dividends.
12. While the currencies of great nations have given up for a common new unit, and the globe has been enwrapped in an electronic web, libraries too have been subjected to economic, social, technological, and other transformative forces that have brought constant, consuming change.
13. There is little doubt that the rise of electronic information technologies and the digital age are having a transformative effect in the twenty-first century.
14. The rise of the Web creates an entirely new search environment that may become a major competitor to the library itself.
15. Although this environment may be foreign to traditional library users, it may still be perceived as more convenient and cost effective to them; in addition, to the young, the Web environment is the “normal” one and may well be the preferred situation in which searching for information is accomplished.
16. Even if we do not consider the Web to be an imminent threat to libraries, the impact of information technologies on libraries cannot be overestimated.

17. The means of information production, organization, and dissemination have undergone a major transformation in recent years, with computer technologies emerging as a dominating force.
18. The new technological environment is one in which professional and support staff each need significant skills, and there are many types of professionals (for example, systems operators and librarians) working to provide information services.
19. There are many unknowns regarding the future of libraries and how they will be affected by technology.
20. What we do know is that change will be a natural and continuous part of that world.

10.2. Trả lời câu hỏi

1. When were libraries born ?
2. When did libraries begin to flourish ?
3. Who did ancient libraries serve ?
4. How did libraries in 19th century serve their patrons ?
5. Why were digital libraries compared with the banks ?
6. What happened to the rise of the Web ?
7. How is the impact of information technologies on libraries ?
8. Why have new technologies forced a major redesign of the library's physical environment ?
9. How will the library staff be in the new technological environment ?
10. Why do we have to change ?

ĐÁP ÁN BÀI TẬP – KEYS

PHẦN 2 : THỰC HÀNH ĐỌC HIỂU CHUYÊN NGÀNH THÔNG TIN THƯ VIỆN

Unit 1

- | | |
|---|---|
| <p>1.1. 1. prepositional phrase
- dangling</p> <p>2. participial phrase
- modifier của noun
relative clause
- relative pronoun subject</p> <p>3. relative clause
- relative pronoun subject</p> <p>4. relative clause
- relative pronoun subject</p> <p>5. noun clause dẫn xuất từ <i>what</i>
- subject</p> <p>6. participial phrase
- modifier của noun</p> <p>7. relative clause
- relative pronoun subject</p> <p>8. relative clause
- relative adverb</p> <p>9. infinitive phrase
- dangling
noun clause dẫn xuất từ <i>what</i>
- object</p> <p>10. infinitive phrase
- dangling
participial phrase
- movable participle</p> <p>11. gerund phrase</p> | <p>- subject</p> <p>12. relative clause
- relative pronoun subject
relative clause
- relative pronoun subject</p> <p>13. relative clause
- relative pronoun object</p> <p>14. infinitive phrase
- dangling</p> <p>15. participial phrase
- dangling</p> <p>16. prepositional phrase
- modifier của noun
prepositional phrase
- modifier của noun
prepositional phrase
- modifier của noun</p> <p>17. adverbial clause
- conjunction chỉ reason</p> <p>18. gerund phrase
- complement</p> <p>19. participial phrase
- nominative absolute</p> <p>20. participial phrase
- modifier của noun
relative clause
- object</p> |
|---|---|

Unit 2

- | | |
|--|--|
| <p>2.1. 1. participial phrase
- modifier của noun
gerund phrase
- object của preposition
gerund phrase</p> | <p>- object của preposition</p> <p>2. adverbial clause
- conjunction chỉ concession</p> <p>3. prepositional phrase
- modifier của verb</p> |
|--|--|

- prepositional phrase
 - modifier của noun
- prepositional phrase
 - modifier của verb
- 4. relative clause
 - relative pronoun subject
- 5. relative clause
 - relative pronoun subject
- 6. prepositional phrase
 - modifier của noun
- gerund phrase
 - - object của preposition
- participial phrase
 - modifier của noun
- 7. prepositional phrase
 - dangling
- 8. gerund phrase
 - object của preposition
- 9. relative clause
 - relative pronoun subject
- 10. participial phrase
 - modifier của noun
- 11. prepositional phrase
 - modifier của verb
- 12. relative clause
 - relative pronoun subject
- 13. relative clause
 - relative pronoun subject
- 14. infinitive phrase
 - modifier của verb
- particlpial phrase
 - modifier của noun
- participial phrase
 - modifier của noun
- 15. gerund phrase
 - object của verb
- 16. participial phrase
 - modifier của noun
- 17. relative clause
 - relative pronoun subject
- 18. prepositional phrase
 - dangling
- 19. gerund phrase
 - object của verb
- 20. participial phrase
 - modifier của noun

Unit 3

- 3.1. 1. prepositional phrase
 - dangling
- 2. gerund phrase
 - object của preposition
- 3. gerund phrase
 - object của preposition
- 4. adverbial clause
 - conjunction chỉ condition
- 5. participial phrase
 - dangling
- 6. gerund phrase
 - object của preposition
- relative clause
 - relative pronoun object
- 7. relative clause
 - relative pronoun subject
- 8. infinitive phrase
 - complement
- 9. relative clause
 - relative pronoun subject
- 10. relative clause
 - - relative pronoun subject
- 11. infinitive phrase
 - modifier của noun
- 12. adverbial clause
 - conjunction chỉ condition
- 13. gerund phrase
 - object của preposition
- 14. participial phrase
 - modifier của noun

- 15. participial phrase
 - modifier của noun
 - participial phrase
 - modifier của noun
- 16. participial phrase
 - dangling
- 17. relative clause
 - relative adverb
- 18. participial phrase
 - modifier của noun
 - relative clause
 - broad references
- 19. that clause
 - object
- 20. relative clause
 - relative pronoun object

Unit 4

- | | |
|---|---|
| <p>4.1. 1. adverbial clause</p> <ul style="list-style-type: none"> - conjunction chỉ contrast gerund phrase - object của preposition relative clause - relative pronoun subject <p>2. adverbial clause</p> <ul style="list-style-type: none"> - conjunction chỉ reason <p>3. gerund phrase</p> <ul style="list-style-type: none"> - object của preposition adverbial clause - conjunction chỉ concession <p>4. participial phrase</p> <ul style="list-style-type: none"> - dangling <p>5. gerund phrase</p> <ul style="list-style-type: none"> - object của preposition <p>6. that clause</p> <ul style="list-style-type: none"> - subject <p>7. relative clause</p> <ul style="list-style-type: none"> - relative pronoun subject relative clause - relative pronoun object <p>8. noun clause dẫn xuất từ <i>how</i></p> <ul style="list-style-type: none"> - object <p>9. participial phrase</p> <ul style="list-style-type: none"> - movable participle <p>10. participial phrase</p> <ul style="list-style-type: none"> - movable participle gerund phrase - object của preposition | <p>11. prepositional phrase</p> <ul style="list-style-type: none"> - dangling <p>12. participial phrase</p> <ul style="list-style-type: none"> - modifier của noun relative clause - relative pronoun object <p>13. participial phrase</p> <ul style="list-style-type: none"> - movable participle participial phrase - movable participle relative clause - relative adverb <p>14. that clause</p> <ul style="list-style-type: none"> - object <p>participial phrase</p> <ul style="list-style-type: none"> - modifier của noun <p>15. adverbial clause</p> <ul style="list-style-type: none"> - conjunction chỉ concession <p>participial phrase</p> <ul style="list-style-type: none"> - modifier của noun participial phrase - movable participle <p>16. that clause</p> <ul style="list-style-type: none"> - object <p>17. participial phrase</p> <ul style="list-style-type: none"> - modifier của noun <p>noun clause dẫn xuất từ <i>what</i></p> <ul style="list-style-type: none"> - object <p>18. participial phrase</p> <ul style="list-style-type: none"> - movable participle |
|---|---|

19. relative clause
 - relative pronoun chỉ sở hữu

20. relative clause
 - relative pronoun subject

Unit 5

- 5.1.** 1. gerund phrase
 - object của preposition
 gerund phrase
 - object của preposition
2. infinitive phrase
 - complement
3. adverbial clause
 - conjunction chỉ condition
4. prepositional phrase
 - dangling
5. adverbial clause
 - conjunction chỉ concession
6. infinitive phrase
 - modifier của noun
7. relative clause
 - relative pronoun subject
 participial phrase
 - modifier của noun
8. that clause
 - subject
9. prepositional phrase
 - modifier của noun
 adverbial clause
 - conjunction chỉ contrast
10. that clause
20. relative clause
 - subject
11. participial phrase
 - modifier của noun
 relative clause
 - relative adverb
12. relative clause
 - relative pronoun object
13. relative clause
 - relative pronoun subject
14. adverbial clause
 - conjunction chỉ condition
15. gerund phrase
 - object của preposition
16. gerund phrase
 - object của preposition
17. relative clause
 - relative pronoun subject
18. adverbial clause
 - conjunction chỉ contrast
19. relative clause
 - relative pronoun subject
 gerund phrase
 - object của verb
20. gerund phrase
 - subject

Unit 6

- 6.1.** 1. relative clause
 - relative adverb
2. participial phrase
 - modifier của noun
 participial phrase
 - modifier của noun
 relative clause
 - relative pronoun subject
3. relative clause
4. that clause
 - subject
5. prepositional phrase
 - dangling
6. infinitive phrase
 - modifier của noun
7. prepositional phrase
 - modifier của noun

- infinitive phrase
 - modifier của noun
- infinitive phrase
 - modifier của noun
- 8. prepositional phrase
 - dangling
 - relative clause
 - relative pronoun subject
- 9. relative clause
 - relative adverb
- 10. gerund phrase
 - object của preposition
 - relative clause
 - relative pronoun subject
- 11. prepositional phrase
 - dangling
 - relative clause
 - relative pronoun subject
 - relative clause
 - relative pronoun object
- 12. noun clause dẫn xuất từ *how*
 - object
- 13. relative clause
 - relative pronoun object
- relative clause
 - relative adverb
- 14. noun clause dẫn xuất từ *how*
 - object
 - noun clause dẫn xuất từ *what*
 - complement
- 15. adverbial clause
 - conjunction chỉ time
- 16. relative clause
 - relative pronoun subject
- 17. noun clause dẫn xuất từ *what*
 - complement
 - noun clause dẫn xuất từ *which*
 - complement
 - relative clause
 - relative pronoun object
- 18. noun clause dẫn xuất từ *y/n question*
 - object
- 19. that clause
 - complement
- 20. relative clause
 - relative pronoun subject

Unit 7

- 7.1. 1. infinitive phrase
 - complement
- 2. relative clause
 - relative pronoun subject
 - relative clause
 - relative pronoun object
- 3. relative clause
 - relative pronoun subject
- 4. infinitive phrase
 - modifier của noun
- 5. relative clause
 - relative pronoun subject
- 6. participial phrase
 - dangling
- 7. participial phrase
 - modifier của noun
- gerund phrase
 - object của preposition
- 8. participial phrase
 - modifier của noun
- 9. gerund phrase
 - object của preposition
- 10. infinitive phrase
 - complement
- 11. infinitive phrase
 - modifier của noun
 - infinitive phrase
 - complement

- 12. infinitive phrase
 - object của verb
- 13. relative clause
 - relative pronoun object
- 14. relative clause
 - relative pronoun object
 - participial phrase
 - dangling
- 15. adverbial clause
 - conjunction chỉ concession
 - infinitive phrase
 - object của verb
- 16. gerund phrase
 - object của preposition
 - participial phrase
- 17. participial phrase
 - modifier của noun
- 18. adverbial clause
 - conjunction chỉ concession
- 19. relative clause
 - relative pronoun subject
- 20. noun clause dẫn xuất từ what
 - object
 - relative clause
 - relative pronoun subject

Unit 8

- 8.1.**
 - 1. adverbial clause
 - conjunction chỉ concession
 - 2. gerund phrase
 - object của preposition
 - 3. infinitive phrase
 - object của noun
 - 4. participial phrase
 - modifier của noun
 - 5. adverbial clause
 - conjunction chỉ time
 - 6. participial phrase
 - dangling
 - 7. relative clause
 - relative pronoun subject
 - adverbial clause
 - conjunction chỉ time
 - 8. relative clause
 - relative pronoun subject
 - 9. that clause
 - object
 - 10. that clause
 - object
 - 11. relative clause
 - relative pronoun subject
 - that clause
 - object
 - that clause
 - object
 - 12. that clause
 - object
 - gerund phrase
 - object của preposition
 - participial phrase
 - modifier của noun
 - 13. adverbial clause
 - conjunction chỉ concession
 - 14. infinitive phrase
 - modifier của noun
 - 15. adverbial clause
 - conjunction chỉ reason
 - relative clause
 - relative pronoun subject

Unit 9

- 9.1. 1. gerund phrase
- object của preposition
2. that clause
- object
that clause
- object
3. relative clause
- relative pronoun subject
4. gerund phrase
- object của preposition
relative clause
- relative pronoun object
5. relative clause
- relative pronoun object
6. that clause
- object
7. relative clause
- relative pronoun subject
8. gerund phrase
- object của preposition
9. relative clause
- relative adverb
10. prepositional phrase
- dangling
gerund phrase
- complement
relative clause
- relative pronoun subject
11. relative clause
- relative pronoun object
12. that clause
- object
13. that clause
- object
14. participial phrase
- movable participle
participial phrase
- movable participle
15. that clause
- complement
16. gerund phrase
- object của preposition
17. gerund phrase
- subject
relative clause
- relative pronoun subject
18. participial phrase
- modifier của noun
that clause
- object
19. that clause
- complement
20. adverbial clause
- conjunction chỉ time
relative clause
- relative pronoun object

Unit 10

- 10.1.1. participial phrase
- movable participle
relative clause
- relative adverb
relative clause
- relative pronoun subject
2. relative clause
- relative pronoun subject
participial phrase
- modifier của noun
3. adverbial clause
- conjunction chỉ concession
4. relative clause
- relative pronoun subject
relative clause
- relative pronoun subject
5. prepositional phrase
- dangling

6. gerund phrase
 - object của preposition
7. participial phrase
 - dangling
8. relative clause
 - relative pronoun subject
 - gerund phrase
 - object của preposition
9. relative clause
 - relative pronoun subject
10. adverbial clause
 - conjunction chỉ condition
 - relative clause
 - relative adverb
11. gerund phrase
 - subject
 - gerund phrase
 - complement
 - relative clause
 - relative pronoun subject
12. adverbial clause
 - conjunction chỉ contrast
 - relative clause
 - relative pronoun subject
13. that clause
 - complement
14. relative clause
 - relative pronoun subject
15. adverbial clause
 - conjunction chỉ concession
 - relative clause
 - relative pronoun object
16. adverbial clause
 - conjunction chỉ concession
17. participial phrase
 - modifier của noun
18. relative clause
 - relative pronoun object
 - participial phrase
 - modifier của noun
19. participial phrase
 - modifier của noun
 - noun clause dẫn xuất từ *how*
 - complement
20. noun clause dẫn xuất từ *what*
 - subject
 - that clause
 - complement

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